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ABSTRACT

The final technical report of the Northwest Regional Special Education Instructional Materials Center (NWSEIMC) summariezes the center's activities between 1966 and 1974, activities which focused on the development of a delivery and information system for special education, the development of technical competencies in teachers of the handicapped, and the development and dissemination of instructional and information packages. Services were originally provided to Alaska, Hawaii, Idaho, Oregon, and Washington, with Guam and American Samoa being assigned to the region at a later time. Activities of the NWSEIMC are documented in chapters under each of the following six headings; development of child use instructional materials; training of teachers in media, materials, and educational technology; media and materials information dissemination; materials collection and circulation; intrastate delivery systems; and program management and operation. Numerous lists of figures and tables chart such data as NWSEIMC time tracking for fiscal year 1974 and patron subjective responses to NWSEIMC field services. (GW)

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> "Let the word go forth from this time and place,
> to friend and foe alike, that the torch has
> been passed to a new generation..."
>
> John F. Kennedy
> Inaugural Address, January 20, 1961

University of Oregon
Eugene, Oregon

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FINAL TECHNICAL REPORT

Northwest Regional Special Education Instructional Materials Center

June 1, 1966 - August 31, 1974

Wayne D. Lance, Project Director
University of Oregon
Eugene, Oregon

August 31, 1974

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EDUCATION & WELFARE
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U. S. DEPARTMENT OF
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Bureau of Education for the Handicapped

EC 062 964

PREFACE

This Final Technical Report is an attempt to capture the essential knowledge obtained during the eight years of operation of the NWSEIMC. Much of the pertinent information has been summarized, yet there was a considerable body of information that could not be included. Additional supplementary materials were forwarded to the SEIMC/RMC Network Office in December of 1973 and to NCEMMH and the Kentucky SEIMC in May of 1974. These materials have been indexed and are now on file at the respective institutions.

This document was prepared by the present staff of the Center -- Larry Carlson, Dwight Fairbanks, Darlene George, Wayne Lance, Glenn Latham, Julie Martineau, Marlie Moses, Regina O'Neil, William Pellant, Alan Reeder, and Carol Wheat. The staff wishes to acknowledge the initial planning in 1966 by co-directors Melton Martinson, Knute Espeseth, and George Sheperd and the highly significant contributions of other staff over the years as well as the involvement of numerous professionals in SEAs and LEAs throughout the region. The direction provided by BEH personnel and the SEIMC/RMC Network Office was also sincerely appreciated.

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CHAPTER I

Introduction

The Northwest Special Education Instructional Materials Center (NWSEIMC) was funded in June, 1966 as one of several SEIMC's serving various designated service regions within the United States. The original proposal was submitted to the U. S. Office of Education in response to recommendations that the then existing two centers (University of Wisconsin and University of Southern Carlifornia) had demonstrated their value in serving the handicapped and that other parts of the nation should be provided with these same services. The initial proposal specified several objectives, all based upon the following assumption: "Effective instruction requires the use of materials or aids developed in relation to specific quantitative and qualitative characteristics of ability. The lack of specialized instructional materials remains a major impediment to the development of effective educational programs for exceptional children." This underlying assumption provided direction for the formulation of objectives during the entire eight years of the project. The problem was stated in the final proposal as follows:

> "Among the deterrents to equal educational opportunity for all handicapped children in the service region served by the NWSEIMC are the following: (1) a lack of culturally relevant instructional materials for children with sensory and mental handicaps; (2) an insufficient development of media, materials, and educational technology competencies among teachers of the handicapped; (3) an underdeveloped system of information dissemination about media and materials; (4) a less than adequate materials delivery system in many areas of the region; and (5) an expressed need by state departments of education for technical assistance in facilitating the development of intra-state systems of materials support services."

Population and Area Served

As originally funded, the NWSEIMC served a five-state region including Alaska, Hawaii, Idaho, Oregon and Washington. In 1969, Guam and the Trust Territory of the Pacific were added to the region, and in 1970 American Samoa was assigned to the region, (see Figure 1).

The population (1970 census report) of this eight-state* area was estimated to be 7,400,520** spread over a land mass of 842,557 square miles.

* The terms "state" and "State Education Agency" (SEA) are used in this report to include American Samoa, Guam and the Trust Territory even though they are not states *per se*.

**There is some variance in population figures, depending upon the source. However, checks for consistency have not revealed large discrepancies.

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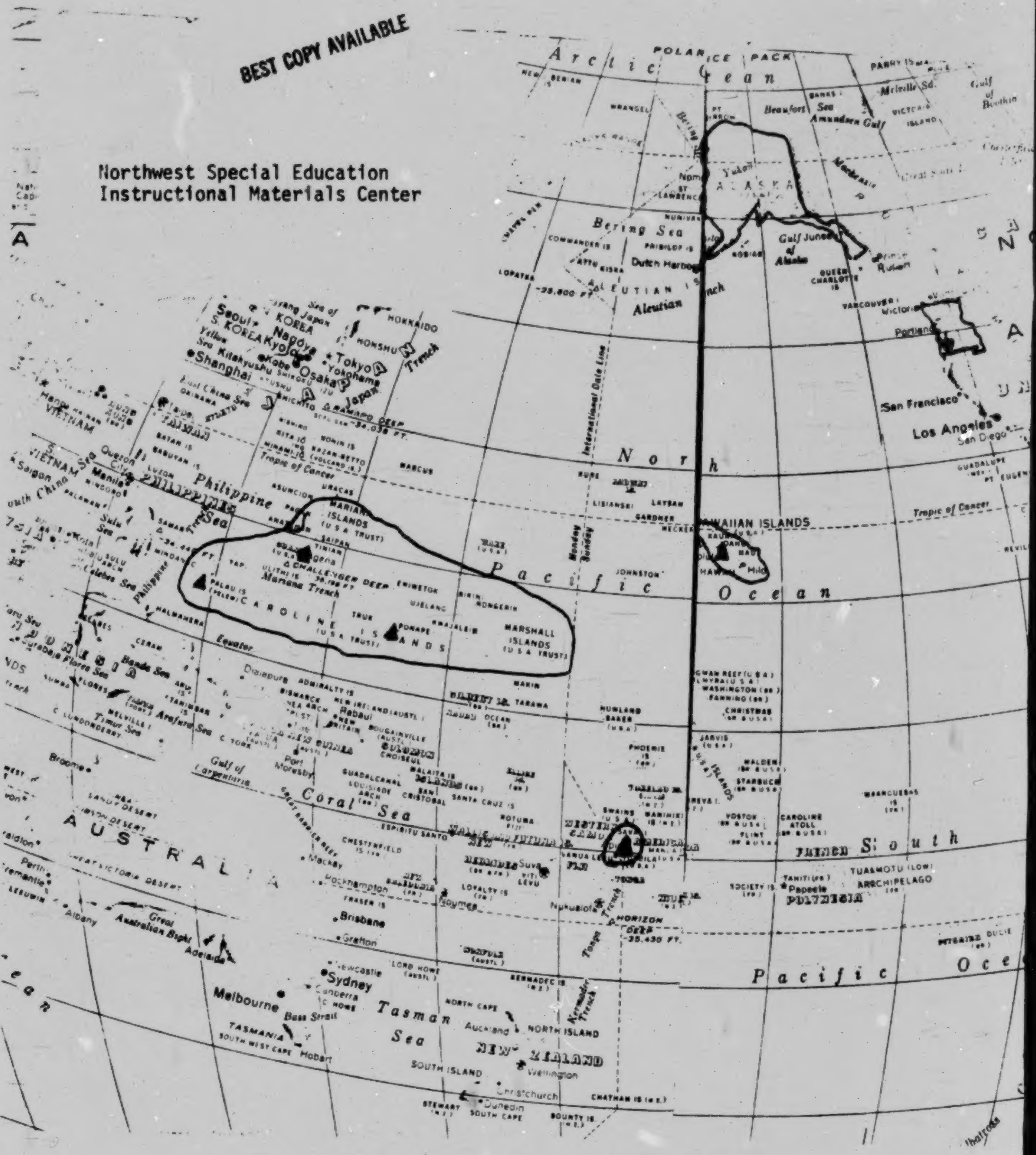
Northwest Special Education
Instructional Materials Center
Arctic Ocean
POLAR ICE PACK
Beaufort Sea
Amundsen Gulf
ALASKA
Nome
Bering Sea
Dutch Harbor
ALEUTIAN IS
Aleutian Trench
Gulf of Alaska
Juneau
Prince Rupert
QUEEN CHARLOTTE IS
VANCOUVER I
Victoria
Portland
San Francisco
Los Angeles
San Diego
International Date Line
Monday
Sunday
North Pacific Ocean
HAWAIIAN ISLANDS
Hilo
JOHNSTON
Tropic of Cancer
Sea of Japan
KOREA
Seoul
S. KOREA
Nagoya
Kyoto
Kobe
Osaka
Tokyo
Yokohama
HOKKAIDO
HONSHU
Shanghai
Japan Trench
TAIWAN
VIETNAM
Saigon
Manila
PHILIPPINES
Philippine Sea
Philippine Trench
Celebes Sea
Sulu Sea
MARIANA ISLANDS (U S A TRUST)
SAIPAN
TINIAN
Agana
CHALLENGER DEEP
Mariana Trench
PALAU IS
CAROLINE ISLANDS (U S A TRUST)
PONAPE
TRUK
MARSHALL ISLANDS (U S A TRUST)
Equator
ADMIRALTY IS
Rabaul
BOUGAINVILLE
GUADALCANAL
SANTA CRUZ IS
Port Moresby
Arafura Sea
Timor Sea
Gulf of Carpentaria
Coral Sea
AUSTRALIA
Broome
Perth
Fremantle
Albany
Great Australian Bight
Adelaide
Melbourne
Bass Strait
TASMANIA
Hobart
Sydney
Canberra
Newcastle
Brisbane
Rockhampton
Mackay
Tasman Sea
Noumea
Suva
FIJI
Nukualofa
Tonga Trench
Kermadec Trench
NEW ZEALAND
NORTH ISLAND
Auckland
SOUTH ISLAND
Wellington
Christchurch
Dunedin
CHATHAM IS
South Pacific Ocean
Papeete
TUAMOTU (LOW) ARCHIPELAGO
POLYNESIA
CHRISTMAS
JARVIS
MALDEN
STARBUCK
CAROLINE ATOLL
Tropic of Cancer

Fig. 1. Map of NWSEIMC service region.

The school-age population was estimated to be in excess of 1,880,000 with approximately 65,000 teachers. The number of reported handicapped children for the 1972-73 school year was about 64,213 served by at least 3,526 teachers of the handicapped. The number of reported handicapped children was undoubtedly much lower than the actual number requiring special education services due to several factors: (1) relatively late development of special education programs in some areas of the region particularly American Samoa and the Trust Territory of the Pacific, (2) isolation and remoteness of population in sparsely populated areas, especially in Alaska, (3) bilingual factors, and (4) inadequate professional personnel and financial resources to screen and identify children requiring special help.

On Figures 2, 3, 4, and 5, and Tables 1 and 2 are displayed various demographic data. As stated in the footnote (**), there does exist some disparity between figures, but it is not felt that these disparities are alarming. For example, Table 1, line 6, shows the numbers of school-aged handicapped children being served by special education programs within each state. These figures, particularly for the states within the continental limits of the United States, are average daily attendance (ADA) figures rather than the total number of students that have been enrolled in special education programs during the year. Since many students move from school to school during the school year, resulting in inflated enrollment figures, the use of ADA figures seemed more accurate.

Distances within the region are large: Alaska alone is one-fifth the size of the 48 mainland states and the distance from Ketchikan to other islands is greater than the distance from New York to San Francisco; the 2,140 islands of the Trust Territory cover an area larger than the continental United States; the distance from the NWSEIMC to Guam is approximately 6,000 miles; and from the NWSEIMC to American Samoa is over 5,000 air miles.

Languages spoken in the region are diverse -- at least nine distinct languages are spoken in Micronesia. Special needs of Indian children, Chicano and migrant populations in Alaska, Idaho, Oregon, and Washington present additional difficulties in providing adequate instructional materials to meet the needs of children with physical or mental handicaps.

Additional information pertaining to the targeted population in each of the eight states is presented in Chapter VI.

Philosophy of Service

"Facilitation" and "technical assistance" have been the two words describing the manner of delivery of services provided to SEA's, LEA's, colleges and universities, and other agencies by the NWSEIMC. Efforts in developing intra-state delivery systems have been channeled through the various SEA's with approval of the state director of special education being a necessary prerequisite to initiating any service within a state. Rather than

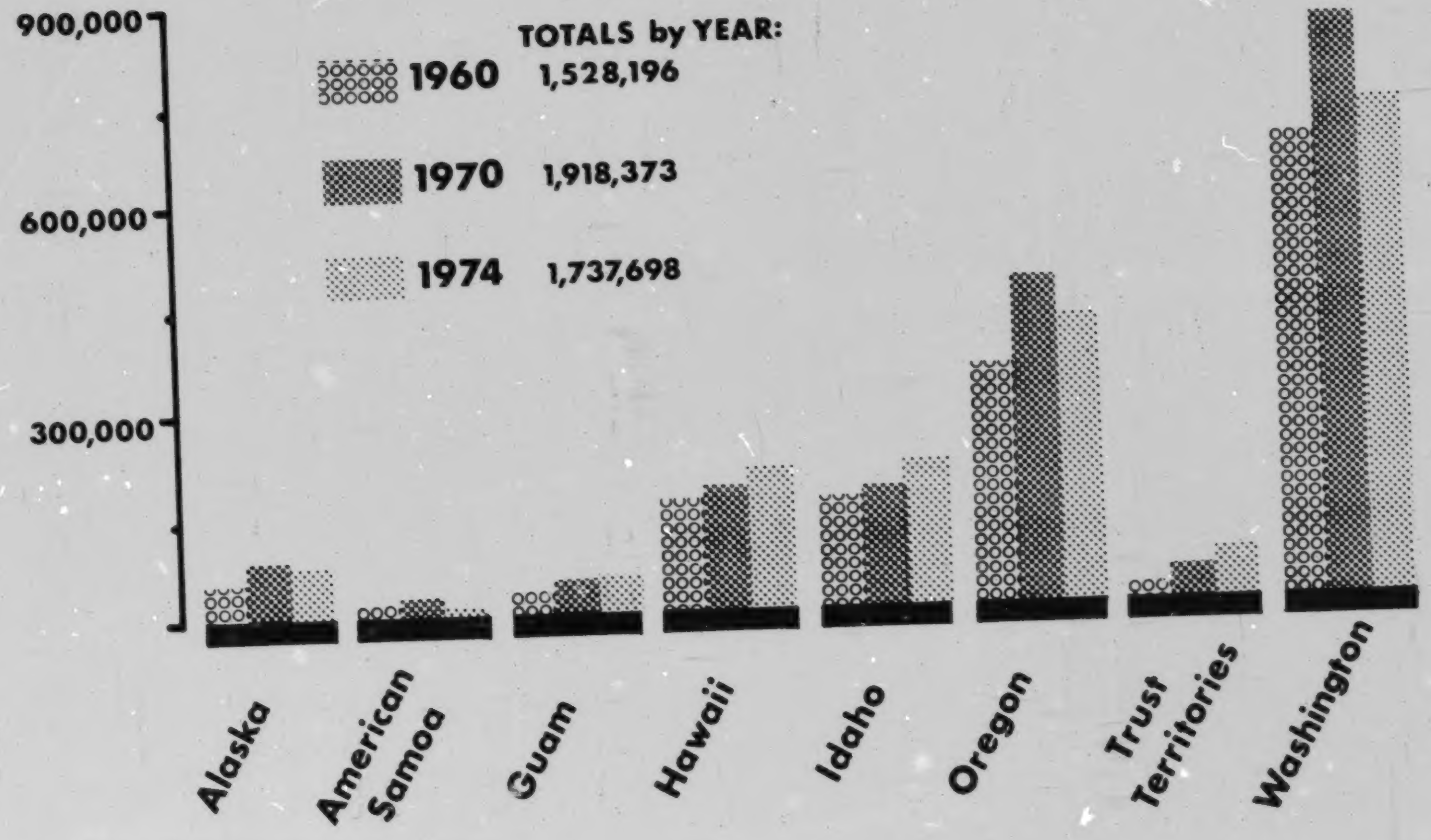

Fig. 2. Total school enrollment by states for three selected years.

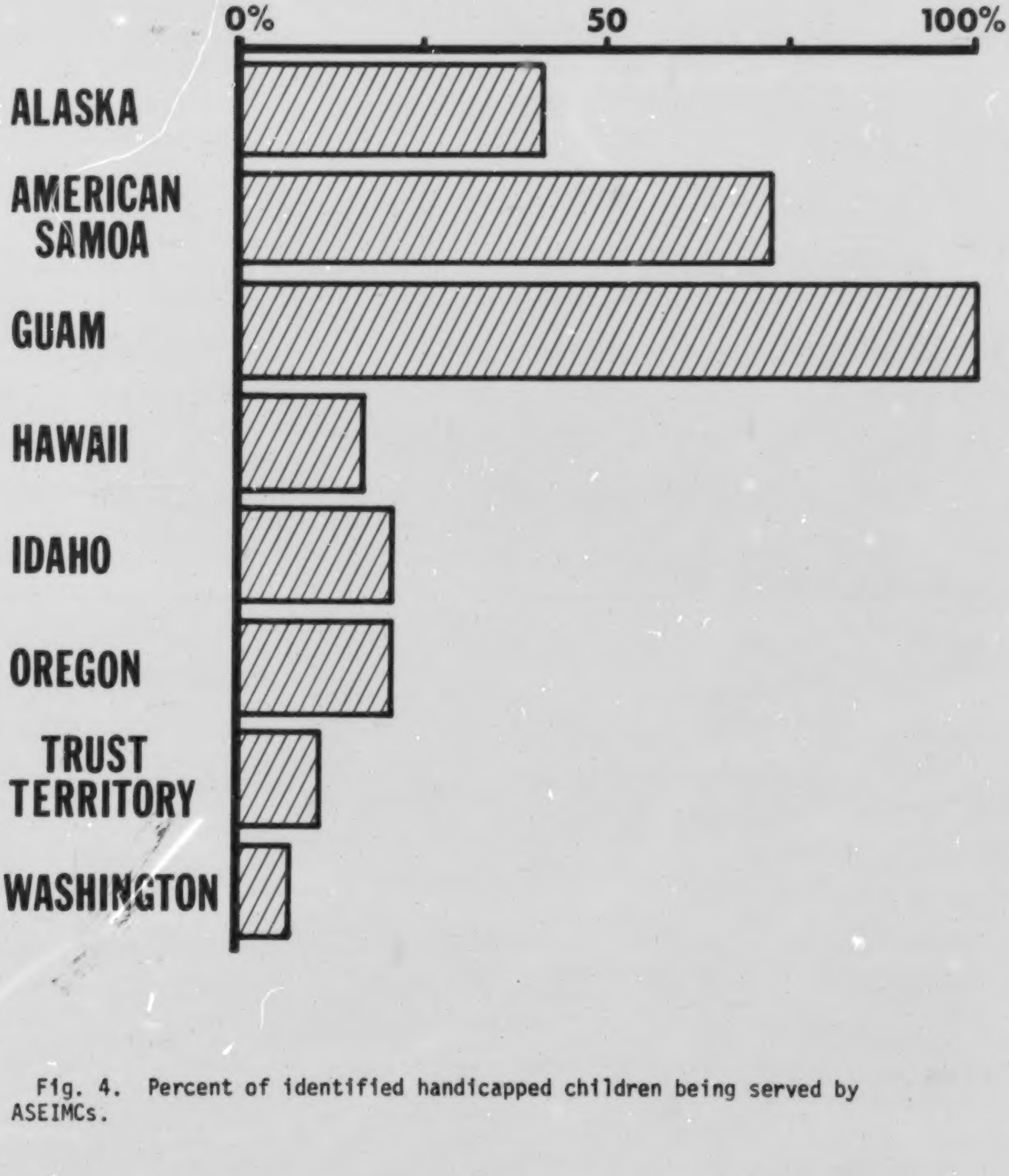

Fig. 4. Percent of identified handicapped children being served by ASEIMCs.

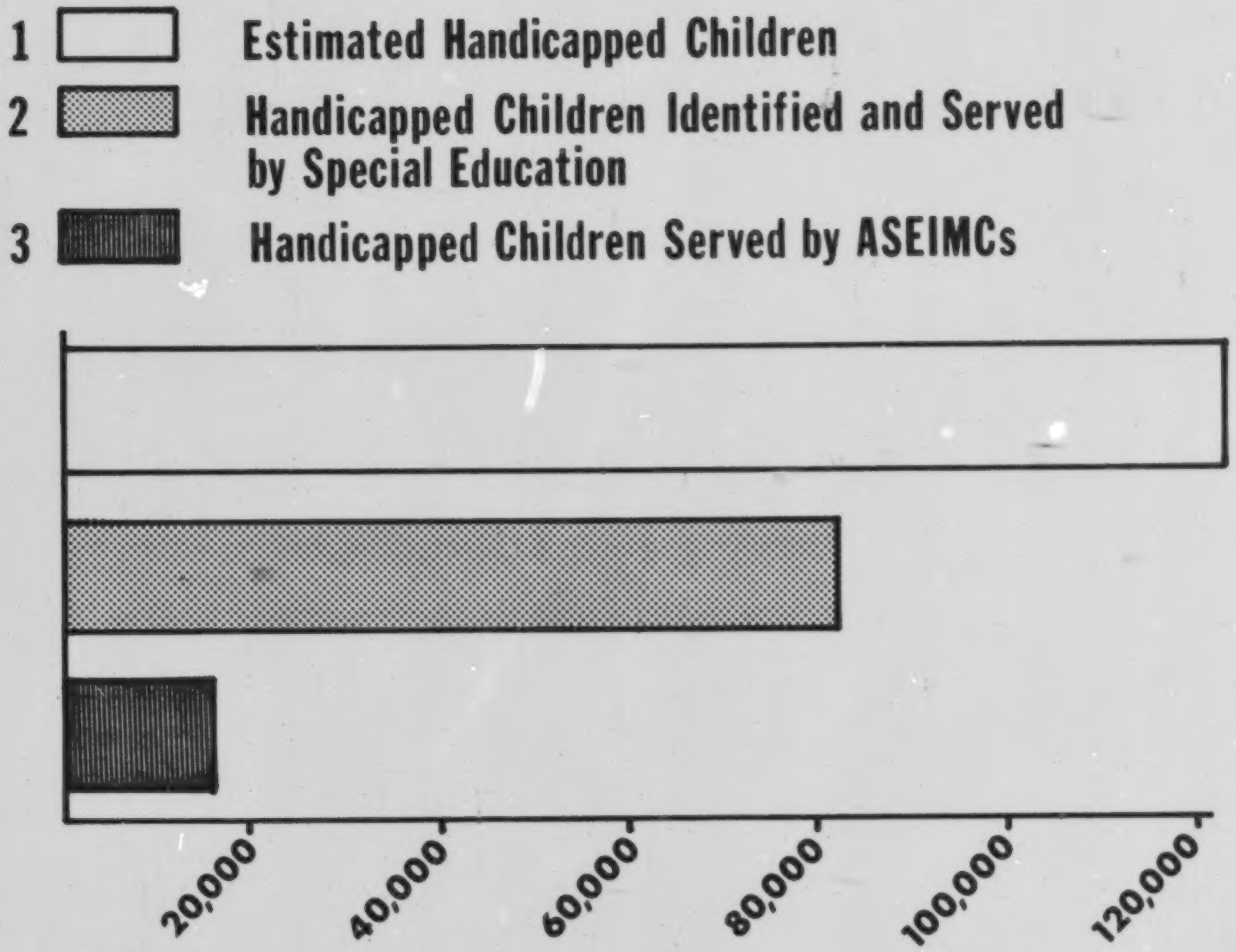

Fig. 5. Regional Totals for (1) estimated handicapped children; (2) handicapped children identified and served by special education; and (3) handicapped children served by ASEIMCs.

TABLE 1

Selected Demographic Data by States as of August, 1974

	Alaska	American Samoa	Guam	Hawaii[1]	Idaho	Oregon	Trust Territory	Washington	Regional Totals
1) Number of school districts	234	1	1	7	125	1,202	6	625	2,201
2) Number of students	81,700	5,116	26,152	206,852	207,969	467,242	38,105	704,562	1,737,698
3) Number of teachers	3,564	300	1,046	7,332	8,279	22,215	1,916	41,000	85,652
4) School districts with Sp.Ed. prog.	35	1	1	7	115	338	6	313	816
5) Est.ed number of sch-aged handicaped.	5,719	358	1,830	14,480	14,557	32,496	2,667	49,319	121,426[2]
6) School-aged handi. being served	4,752	322	898	4,964	12,506	28,969	2,380	30,043	84,834
7) Percent of handi. being served	83%	90%	49%	34%	86%	89%	89%	61%	70%
8) Number of special education teachers	311	17	81	418	331	820	296	1,150	3,424
9) Number of ASEIMCs	3	1	2	1	3	15	3	4	32
10) Handicapped child. served by ASEIMCs	1,960	232	898	825	2,673	6,083	265	2,232	15,168
11) Percent served by ASEIMCs (#10/#6)	41%	72%	100%	17%	21%	21%	11%	7%	19%
12) Sp.Ed. teachers served by ASEIMCs	311	16	81	281	266	407	81	184	1,627
13) Percent served by ASEIMCs (#12/#8)	100%	94%	100%	67%	80%	50%	27%	16%	48%
14) Number of Methods & Materials Specialists	3	1	1	0	3	6	3	3	20[3]

[1] Taken from 1972-73 figures. [2] 7% of the total school population. [3] This is 20 individuals; not 20 FTE.

Sources of Data: Rows 1, 2, 3, 4, 6, & 8: Personal contact with State Departments of Education.
Row 5: Derived by multiplying the figures in Row 2 by .07.
Row 7: Derived by dividing the figures in Row 6 by the figures in Row 5.
Rows 9, 10, 12, & 14: Taken from NWSEIMC records.

TABLE 2

School Populations at the State Level for Three Selected Years

1960	Alaska	American Samoa	Guam	Hawaii	Idaho	Oregon	Trust Territory	Washington	Totals
Total State Population	226,167	20,051	67,044	632,772	667,191	1,768,675	72,752*	2,853,214	6,307,866
Total School Enrollment	50,324	6,423	17,340	170,772	172,366	416,213	19,643*	675,115	1,528,196
Estimated Number of school-aged Handicapped	3,523*	450*	1,214*	11,954*	12,065*	29,134*	1,375*	47,258*	106,973
1970									
Total State Population	300,382	27,159	84,996	768,559	712,567	2,091,385	90,940	3,405,161	7,481,149
Total School Enrollment	83,990	9,934	25,276	199,748	190,183	515,102	28,711	865,429	1,918,373
Estimated Number of school-aged Handicapped	5,879*	695*	1,769*	13,982*	13,312*	36,057*	2,010*	60,580*	134,284
1974									
Total State Population	346,125	30,960	94,176	847,914	794,980	2,269,729	115,000	3,445,000	7,943,884**
Total School Enrollment	81,700	5,116	26,152	206,852	207,969	467,242	38,105	704,562	1,737,698
Estimated Number of school-aged Handicapped	5,719*	358*	1,830*	14,480*	14,557*	32,496*	2,667*	49,319*	121,426
School-aged handicapped being served	4,752	322	898	4,964	12,506	28,969	2,380	30,043	84,834
Handicapped being Served by ASEIMCs	1,960	232	898	825	2,673	6,083	265	2,232	15,168

* Estimated.

**Projected from 1971 and 1972 census figures.

adopting a directive posture, the NWSEIMC has proceeded on the premise that the individual states have the responsibility for delivery of services, and by virtue of this responsibility, they are in the best position to assess needs and to plan to meet those needs. This non-directive posture on the part of the NWSEIMC should not be equated with a mere responsiveness to requests; to the contrary, the center has actively initiated strategies to stimulate and encourage the development of instructional materials-services to the handicapped. The basic philosophical stance has been to assist the SEA's in solving their own problems rather than to impose a pre-determined model upon their already established programs.

Goal

The mission of the NWSEIMC has evolved over the eight year period primarily in response to three forces: (1) The direct recipients of services, namely SEA's, LEA's, and colleges and universities; (2) the U. S. Office of Education, especially the Bureau of Education for the Handicapped; and (3) the SEIMC/RMC network, including the staff of the NWSEIMC. All three of these forces were motivated by a desire to improve educational programs for handicapped children and youth. Inputs from numerous sources, -- teachers, parents, and the handicapped themselves, -- were also factors in shaping the ultimate direction of each of the regional SEIMCs. While the goal was stated (or in some cases implied) in slightly different ways from year-to-year in order to be consistent with national directions and U.S.O.E. policy, the basic intent remained the same:

> "The goal of the NWSEIMC is to facilitate equal educational opportunity for all handicapped children by promoting the availability and utilization of instructional and learning processes and products which will meet the educational needs of handicapped children and youth in the service region."

This goal was addressed by several terminal objectives and numerous enabling objectives each year and it was at this level of specification where a process of change in the means to achieve the goal became apparent.

Objectives

In 1966, objectives were grouped into three areas: (1) instructional materials collection and deliveries, (2) training and consultation, and (3) research. Within the first area, efforts were directed at developing a central collection of commercial and field-developed instructional materials for the handicapped and in serving the region through information dissemination and materials delivery from this prototype collection. Activities included the evaluation of materials, the design of new materials, and the search for and adoption of a model indexing and retrieval system.

The second area, training and consultation, provided for short-term institutes and workshops, support services to college and university training programs, consultation on field assessment of materials and other training activities related to the selection and use of instructional materials.

Area three, research, emphasized the development of a model for research population and research project registries to provide a data bank for collection, storage, and retrieval of information relative to specific research procedures and populations. It was in this area of "research" that the NWSEIMC, like other regional SEIMC's, initially pursued a number of unique activities; some of which related directly to instructional materials and media for the handicapped while others were tangential to the mission of the SEIMC's. At least two reasons existed for this diversity in direction in the earlier years of the NWSEIMC: (1) Limited direction from the funding agency as to the precise mission of the SEIMC's, and (2) the lack of an agency to coordinate the activities of the various SEIMC's. Thus, each regional center proceeded to identify the problems and develop solutions in a unilateral manner.

In tracing the evolution of center objectives from 1966 to 1973, it is interesting to note a progression to more specification from year to year and more uniformity in approach. This trend is attributed to three factors: (1) The formulation of a philosophical orientation by the NWSEIMC staff as to what a regional center should be, this orientation being shaped by the clients of the center as well as by the funding agency and other professionals, (2) the promulgation of more precise workscopes by the funding agency from year to year, and (3) leadership from the SEIMC/RMC Network office in coordinating planning efforts of all components of the network.*

Rather than repeat the year-by-year changes in the objectives of the NWSEIMC in this document, only the final year's terminal objectives will be presented in each of chapters II through VII. While objectives were grouped into three areas in 1966, they fell into six rather different groupings in 1973-74. These six topical areas were consistent with all other regional SEIMC's and RMC's because of the common requirements of the funding agency.

1) Development of child use instructional materials.
2) Training of teachers in media, materials, and educational technology.
3) Media and materials information dissemination.
4) Materials collection and circulation.
5) Intra-state delivery systems.
6) Program management and operation.

Activities of the NWSEIMC are documented in subsequent chapters under each of these six headings.

Approach to Planning

At the same time that directions for center activities were obtaining precision in specificity in the funding agency's guidelines, each of the eight individual SEA's were participating more actively in NWSEIMC planning efforts. Thus, the annual continuation proposals evolved into more cooperative rather than single-agency developed plans. As explained in Chapter VI, each SEA within the region developed a state SEIMC plan, and each associate center (ASEIMC) prepared annual plans consistent with their state's plan. Because the NWSEIMC served the SEA's and ASEIMC's in facilitative and technical assistance roles, the NWSEIMC planning efforts necessarily responsive to the needs indicated in the state and local center plans. Planning efforts, then, became a process of matching the BEH workscope to needs within each of the eight states, guided by an overall network concept.

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*References to the history of the SEIMC/RMC Network and to the development of a national workscope may be found in Lance, W.D. Instructional Media and the Handicapped, Stanford, California: ERIC Clearinghouse, 1973.

Needs were translated into terminal objectives which became operational through a series of strategies. Management and monitoring procedures for implementing strategies are explained in Chapter VII.

During the course of the eight-year grant, several means were employed to obtain field input regarding the center's plans. Advisory committees were formed, meetings of state directors of special education and ASEIMC directors were held, and individuals were contacted for recommendations.

The most recent NWSEIMC Advisory Committee was appointed in February 1972 for an undetermined length of time. At that date definite guidelines for committee functions had not been determined. At the annual NWSEIMC conference held in February 1973, a subcommittee met and assisted in the development of guidelines.

The primary role of the NWSEIMC Advisory Committee was to provide the Director and other members of the staff with advice concerning the ongoing and proposed operations of the center in order to assist the NWSEIMC in remaining responsive to the needs of exceptional learners. Committee members were requested to review the tentative annual continuation proposal and to provide recommendations for modification based upon the individual member's experiences and professional background. At various times during each year the Committee was contacted to provide advice regarding significant policy changes at the NWSEIMC. Individual members of the Committee were encouraged to provide input any time they had suggestions for improving NWSEIMC services.

The committee elected a chairman at the first meeting each year to serve during that year. The Advisory Committee met during the Annual Conference of ASEIMC Directors. Both personal and conference telephone calls were arranged as seemed advisable by the Director and/or chairman and upon request of individual Advisory Committee members. Advice was requested by mail at various times during the year. Advisory Committee members served without pay. Travel expenses accumulated by committee members in attending the Annual Conference and other special meetings were reimbursed by the NWSEIMC.

The Committee was composed of nine members, appointed by the Director, each serving for a period up to three years, with one-third of the membership appointed each year. Members were selected based upon professional competencies and interests in special education and/or media-material-information delivery systems. Selection also took into account the need for representation from the various geographic areas and cultural populations within the NWSEIMC service region.

At least one member of the committee represented each of the following geographical areas: Alaska, Guam, American Samoa and Trust Territory, Hawaii, Idaho, Oregon, and Washington. Each of the following functional areas was also represented: state directors of special education, state coordinators of ASEIMC's, directors of intermediate districts, directors or coordinators of ASEIMC's, parents of the handicapped, teachers of the handicapped, directors of related projects or centers, and faculty from college/university departments of special education.

Center Organization

The Center was located in the Clinical Services Building on the University campus and was an administrative component of the Center on Human Development, a unit of the College of Education (see Figure 6).

Under the terms of the grant, the Center operated under the full-time supervision of a director who was responsible for maintaining necessary administrative liaisons with the appropriate administrative units of the University of Oregon, the Bureau of Education for the Handicapped, state special education administrative personnel in the region, directors of other SEIMC's, and administrative staff of other appropriate agencies, organizations or institutions. Through such liaison activities, the director's role was one of interpreting external policies, priorities and needs; setting goals, supervising planning and facilitating program development; monitoring program cost and effectiveness; and otherwise operating to insure the fiscal and program integrity of the Center. Figure 7 depicts the general characteristics of the proposed Center's administrative relationships with external administrative systems.

As an administrative unit of the Center on Human Development, the NWSEIMC activities were coordinated with those of all service and research projects and programs relating to handicapped children within the College of Education, and with the Department of Special Education, Speech Pathology and Audiology. The director of the Center on Human Development was responsible for coordination of the activities of the several component projects and programs to insure maximum efficiency and effectiveness in the utilization of human, fiscal, and materials resources in the provision and support of services for handicapped children. Directors or coordinators of the projects and programs, and the chairman of the Department of Special Education served as a committee of advisors to the director, to help insure coordination of efforts and maintenance of the integrity of the individual components.

The Center on Human Development was organized into five major units, each managed by a designated coordinator, as shown in Figure 6. The NWSEIMC operated within the media and communications unit. The NWSEIMC itself was organized as depicted in Figure 8 with program functions assigned among core staff. The coordinator of Regional Network Development had the primary responsibility of assisting SEA's and LRC's in utilizing available resources to plan, develop and maintain intra-state systems for materials services. Assistance to SEA's and LRC's in management and evaluation activities was provided through the Evaluation Specialist who also served as a Field Representative. Both Materials Specialists also functioned as Field

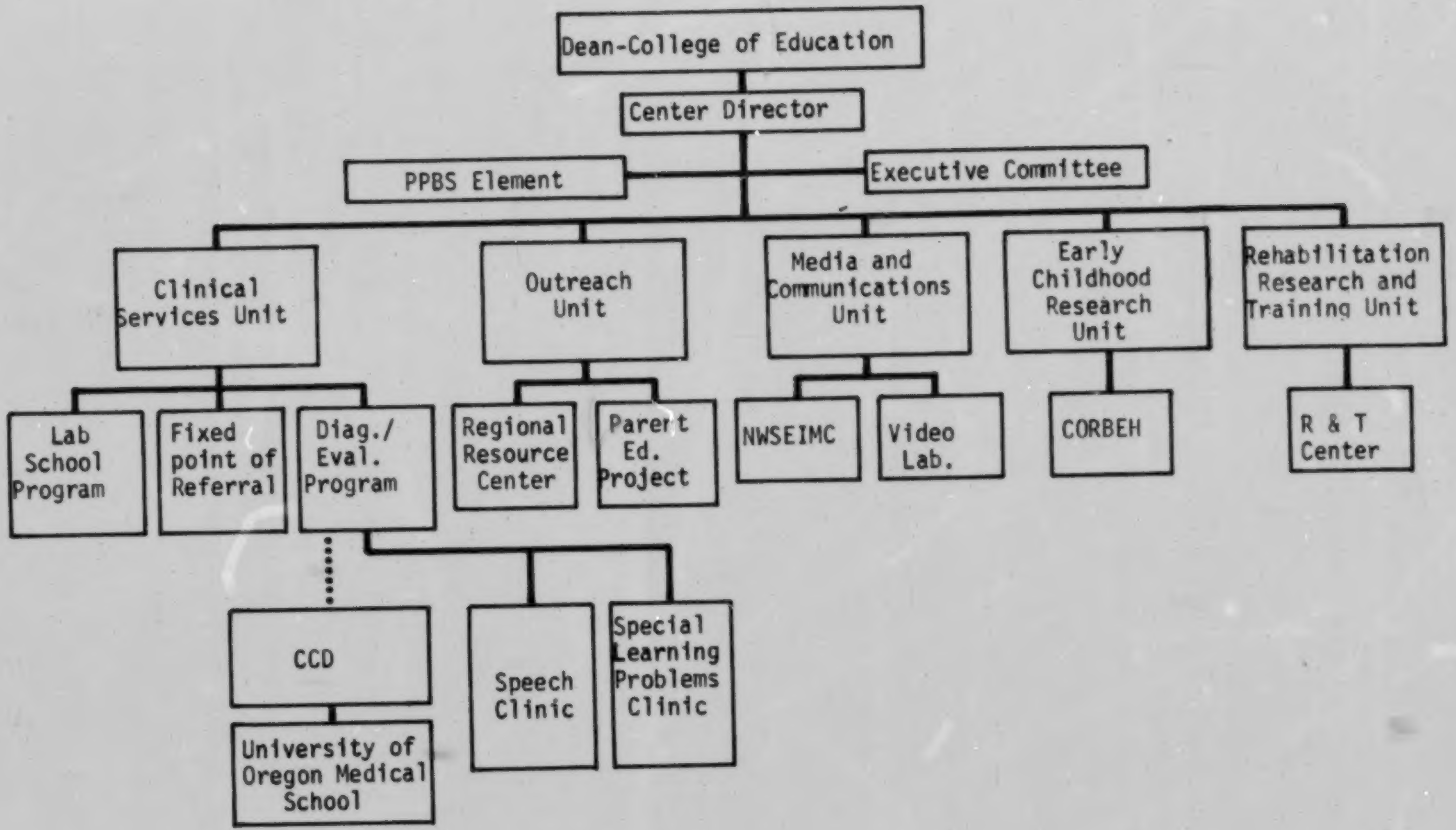
Dean-College of Education
Center Director
PPBS Element
Executive Committee
Clinical Services Unit
Outreach Unit
Media and Communications Unit
Early Childhood Research Unit
Rehabilitation Research and Training Unit
Lab School Program
Fixed point of Referral
Diag./ Eval. Program
Regional Resource Center
Parent Ed. Project
NWSEIMC
Video Lab.
CORBEH
R & T Center
CCD
Speech Clinic
Special Learning Problems Clinic
University of Oregon Medical School

Fig. 6. Center on Human Development, University of Oregon

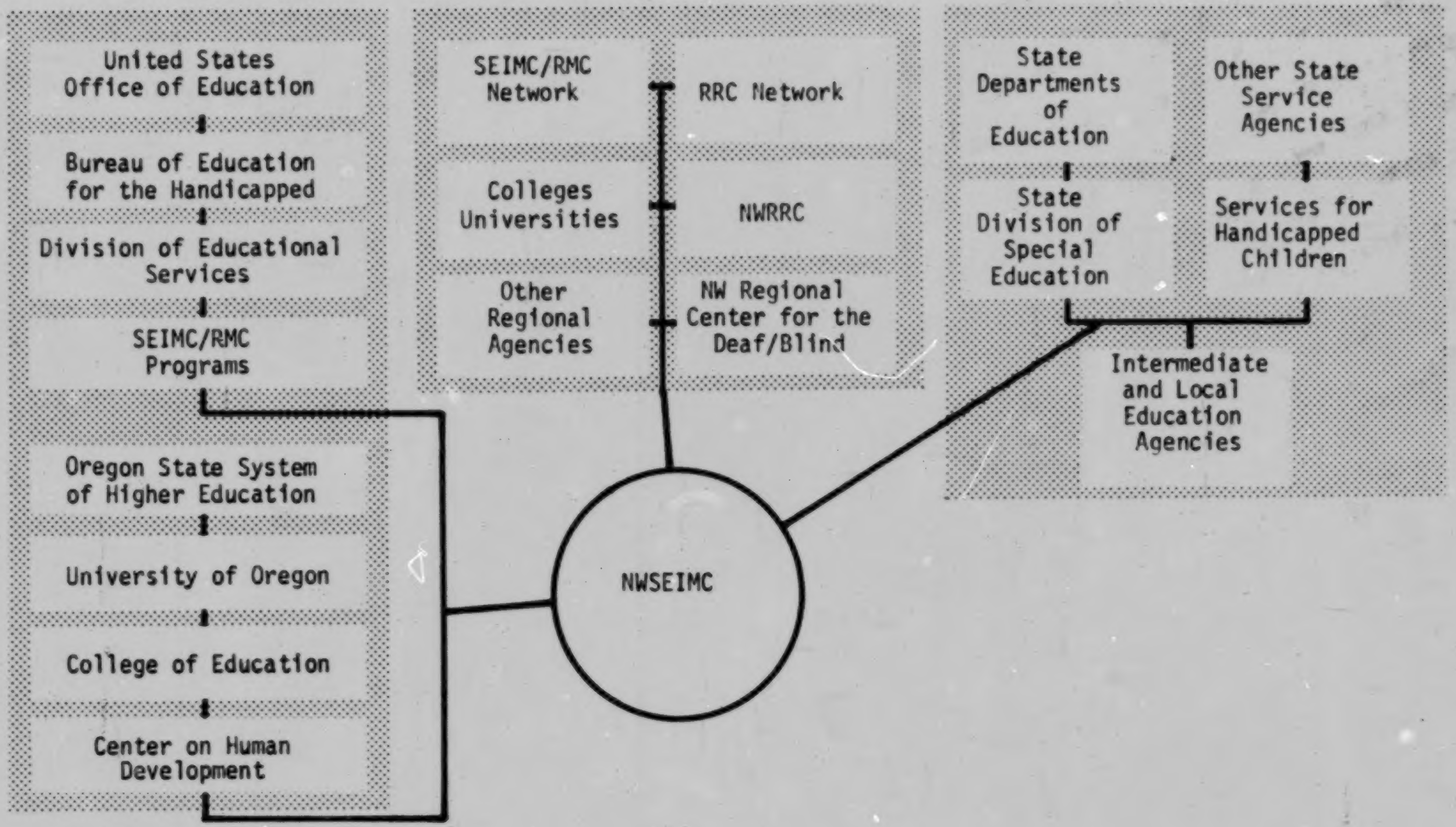
United States Office of Education
Bureau of Education for the Handicapped
Division of Educational Services
SEIMC/RMC Programs
Oregon State System of Higher Education
University of Oregon
College of Education
Center on Human Development
SEIMC/RMC Network
RRC Network
Colleges Universities
NWRRC
Other Regional Agencies
NW Regional Center for the Deaf/Blind
NWSEIMC
State Departments of Education
Other State Service Agencies
State Division of Special Education
Services for Handicapped Children
Intermediate and Local Education Agencies

Fig. 7. NWSEIMC Inter-Agency Relationship

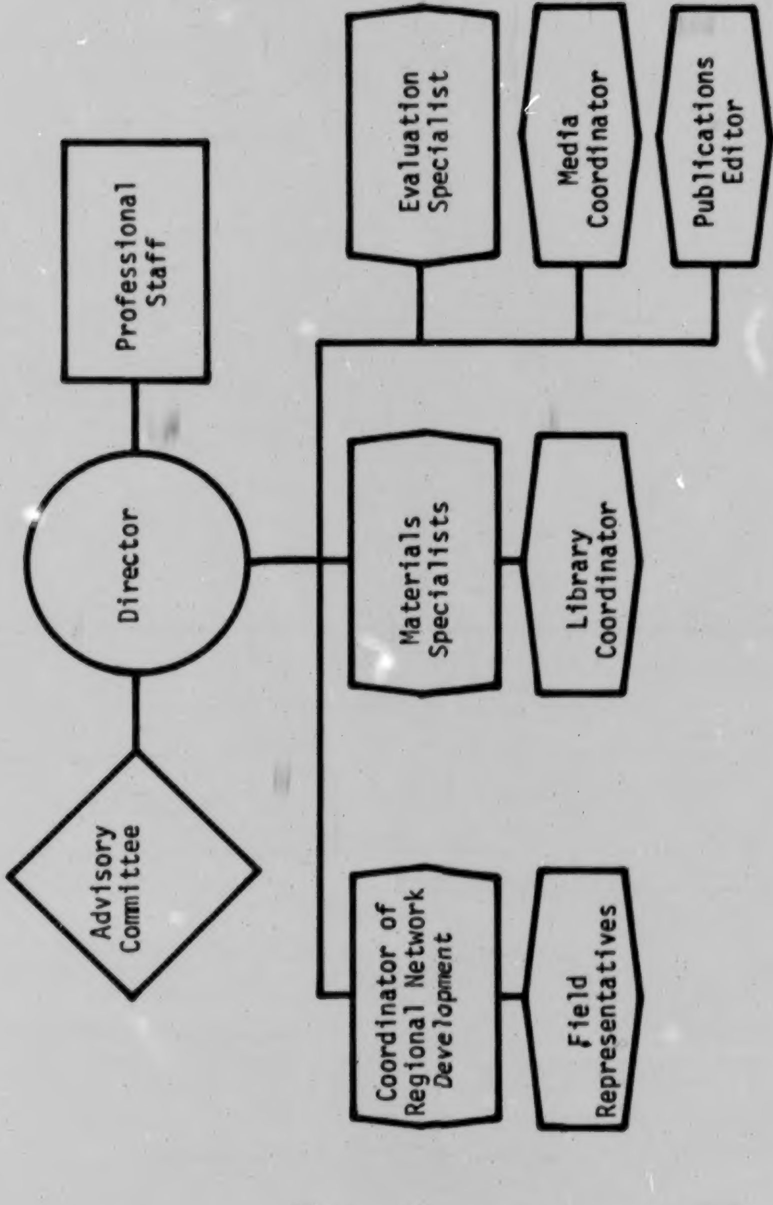
Advisory Committee
Director
Professional Staff
Coordinator of Regional Network Development
Field Representatives
Materials Specialists
Library Coordinator
Evaluation Specialist
Media Coordinator
Publications Editor

Fig. 8. NWSEIMC Administrative Structure

Representatives to designated states.

The NWSEIMC was housed in a facility designed especially for behavioral assessment, experimental instruction, medical evaluation, counseling, conferencing, training, and an instructional materials center. The SEIMC was located on the second floor of the Clinical Services Building, occupying approximately 3,000 square feet of space as follows:

Library	- 1,160 sq. feet
Workroom space	- 720 sq. feet
Secretarial area	- 300 sq. feet
Administrative offices	- 450 sq. feet
Graduate student offices	- 400 sq. feet

In addition, a workroom in the basement provided 1,120 square feet of space for storage and processing of materials. Audio-visual production facilities were available on campus in the Division of Broadcast Services. Faculty and students in special education had ready access to materials since the department conducted many classes in the building and faculty offices were located on the third floor. Other projects occupying the building included the Regional Resource Center, University Affiliated Center, Research and Training Center in Mental Retardation and the Center at Oregon for Research in the Behavioral Education of the Handicapped.

Among the numerous benefits the NWSEIMC received from the University of Oregon by virtue of the fact that it was a project administered within the Center on Human Development, was the availability of University resources at no additional expense to the project.

In fulfilling the objectives of training teachers and the staff members of various ASEIMCs, the center found it profitable to capitalize upon the skills of faculty and advanced graduate students. ASEIMC staff, when on campus were often provided with direct training, not only by the SEIMC staff, but by other University faculty. Doctoral students traveled to many ASEIMCs to demonstrate materials and to direct workshops for teachers within the service area of the ASEIMCs, and received training from the staff of several projects and from the training faculty of the department.

In return for this type of service, the NWSEIMC staff offered consultation to faculty and students in the selection, acquisition, and utilization of instructional materials and attempted to have an impact on the pre-service training received by teachers of the handicapped. Graduate students were encouraged to become involved in research activities which were congruent with the objectives of the Center.

Interns knowledgeable about the SEIMC concept were placed in state departments and had an important impact on the development of ASEIMCs within those states.

The interlock activities with the Regional Resource Center at the University of Oregon and the RRC located in Salt Lake City had a significant impact on the development of ASEIMCs within the NWSEIMC region. The Oregon RRC worked closely with the NWSEIMC in providing training for ASEIMC staff members who were placed in selected ASEIMCs. Cooperative planning with the Utah RRC resulted in a plan for Idaho which will bring about a full continuum of support services for the handicapped.

National Interfaces

The staff of the NWSEIMC has participated actively in the SEIMC/RMC network. Staff members have served as members of various task forces and committees over the year and have co-authored numerous reports which have become a part of the network documentation. Many practices and model activities developed and tested in other centers have been adopted by the NWSEIMC; conversely, the NWSEIMC has shared many of its documented resources with other elements of the Network. (These will be referred to in the following chapters of this report.)

The NWSEIMC has submitted several products to the NCEMMH to be considered for production and distribution, has contributed to the information base of the CEC Information Center, and staff members have provided technical assistance to the coordinating office and to other SEIMCs and RMCs.

Assistance from the Coordinating Office has been of considerable value to the NWSEIMC over the years, contributing significantly to the center ability to carry out its responsibilities. Of no less importance, although given less frequently than that of the coordinating office, has been technical assistance from BEH.

Funding Levels

TABLE 3

Federal Funding for the NWSEIMC, 1966-1967 through 1973-1974

1966-67	$228,024.00
1967-68	239,750.00
1968-69	266,772.00
1969-70	238,860.00
1970-71	249,164.00
1971-72	294,972.00
1972-73	390,484.00
1973-74	314,000.00
Total	$2,222,026.00

CHAPTER II

Development of Child Use Materials

Problem and Needs

The development of child use materials for handicapped learners has been an area of involvement for educators for at least a century. Sequin contributed numerous examples of instructional materials designed for stimulating the awareness of the exceptional child. Montessori, Bell and other individuals designed materials to facilitate the education of handicapped learners.

Despite the sustained involvement by some people in developing materials, there existed a void of appropriate materials designed specifically for varying kinds and degrees of learning problems. The development of instructional materials was, by and large, gearing to meeting the commercially larger market of "regular" children.

By the mid-60's it became apparent that an exerted effort was needed to meet the volume of surfacing identified instructional needs for the handicapped. Special education research emphasis at the time stressed the differences between the learning styles and characteristics of handicapped learners and normal children. If the exceptional child learned differently, as the research purported, then specialized learning materials geared to the learning characteristics of the handicapped seemed prerequisite to successful teaching.

Another trend was concurrently emerging in the literature and educational programs; that being, the refinement of instructional technology through a more sophisticated use of task analysis as an approach to educational programming for the handicapped learner. The utilization of this approach helped to identify many needs not being met by existing materials. It became increasingly obvious that many of the child use materials developed for regular children were not specific enough to meet the more specialized needs of the handicapped learner. The concern for the problem was evidenced in the first NWSEIMC proposal (1966-67). Section F stated: "....the lack of specialized instructional materials remains a major impediment to the development of effective educational program for exceptional children." Section C of the grant stated the following objectives which specified the regional center's role in contributing to the development of research activities to meet these needs. The objectives were stated as follows:

1. To develop a research population registry to facilitate field research by State Department, field personnel and university or college students and staff.

2. To develop and maintain a research project registry designed to facilitate and coordinate field research by means of operational breakdowns of ongoing or completed research projects.

3. To develop a data bank for collection, storage and retrieval of data relative to specific research procedures and populations.

4. To provide an element of support for basic research as it relates to the theoretical basis for the development of materials designed for impact on specific functional areas.

5. To provide assistance to State Departments and local school areas in designing and implementing field research procedures.

6. To provide a broad research basis for implementation of Center initiated field assessment and research projects.

It was stated that efficient and effective vehicles had to be developed to assess, collect, and design specialized instructional materials for classroom use. This view was consistent with the observation of Olshin (1968) who viewed the process as an involvement between classroom teachers and SEIMC personnel. Coupled with this statement of SEIMC obligation, are frequent requests of teachers in the field for unique instructional materials to be used with handicapped children, requests which add a note of urgency, as well as support, to that SEIMC obligation. Due to its vast and diverse population, the NWSEIMC had the added need to develop culturally relevant instructional materials for handicapped children. Since many, if not most, of the special materials needed to serve the exceptional children of the Northwest Region were "thin market" materials, it was very unlikely that they would even be developed without the assistance of an outside support agency. Two additional objectives to address this need were stated at the time:

1) to develop, design and fabricate specialized materials and aids for exceptional children.

2) to work with commercial companies and agencies in the development, design and fabrication of specialized instructional materials.

The objective was more clearly specified at a later time. The specifications were:

> By 1980, 90% of the identified exceptional children within the service area will have relevant high priority instructional materials available for their use. These materials, developed in conjunction with classroom teachers, will be distributed in the network of ASEIMC's located throughout the region.

Procedure

The materials development activities in the first year of the center's operation involved communicating with agencies to identify appropriate objectives and strategies to meet the needs. Discussions at that time were held with the Oregon 4-H Clubs and other state leaders about the possibilities of adapting their materials for use with handicapped children and youth. Conversations were also held with Bureau of Indian Affairs personnel regarding the possibilities of adapting their materials for use with handicapped children and youth. Conversations were also held with Bureau of Indian Affairs personnel regarding the possible development of special materials for use with Indian and Alaskan native children. Other activities conducted in this investigatory stage included:

1) A committee of university personnel, classroom teachers and administrators, systematically studied the secondary educational program for more students including available and needed materials. Curriculum guides were investigated, materials developed and stimulation given to the development in needed areas.

2) An initial survey of classroom teachers needs and suggestions was accomplished.

3) A video-tape unit was purchased and discussions were held to operate its involvement.

4) A full-time research specialist position description was developed.

By 1968 the UNSEIMS had designed and organized several projects to develop child use materials. The title of the projects, and purposes of the projects were as follows:

A. Title of Project: Materials for the Emotionally Disturbed

Purpose: 1. To photograph instructional materials used with emotionally disturbed children for presentation to teachers and to the C.E.C. National Convention, April 20, 1968.

2. To prepare a set of slides and script for inclusion in the S.E.I.M.C. Library.

B. Title of Project: Photographing and description of teacher-made materials for the TMR

Purpose: 1. To search out materials developed by teachers for use with the TMR.

2. To photograph and describe selected materials for purposes of reporting to teachers and at professional conferences.

C. Title of Project: Basic Investigation of the Use of Television in the Teaching of Social Concepts

Purpose: To determine if teaching social concepts via the use of controlled, commercial television programs is feasible and of sufficient value to the field of special education to warrant the undertaking of a major study in this area.

D. Title of Project: Development and Field Testing of Programmed Materials for Teaching Arithmetic to the Mentally Retarded

Purpose:
1. To develop materials appropriate for teaching basic arithmetic skills to mentally retarded children.
2. To pilot the facilities and procedures of the Special Education Laboratory.

E. Title of Project: The Use of Task Analysis Procedures in the Teaching of Time Telling to Severely and Moderately Retarded Persons

Purpose: To develop an instructional procedure to assess the present level of functioning as it relates to time telling and to provide information and materials necessary to carry out this teaching.

F. Title of Project: Adapting 4H Club Materials for the MR

Purpose: To adapt and/or develop materials suitable for use by mentally retarded children in 4H clubs.

G. Title of Project: Materials Development and Modification Relative to Field Testing the Yeshiva Curriculum for the Mentally Retarded

Purpose:
1. Field test the appropriateness of content, methods, and materials of the Yeshiva Curriculum for Educable Mentally Retarded Children.
2. Design, develop and evaluate materials for the Yeshiva Curriculum.
3. Identify materials modification needs and explore ways to adapt materials for children from various racial and ethnic backgrounds.

Other projects during the next two years included:

Project Title: Developmental Reading for Moderately Retarded Children

Objective: This project was designed to demonstrate a procedure for the systematic examination of individual rates and accuracy of progress by young TMR children selected beginning reading programs. The intent was to provide training in rudimentary reading skills as well as to assess the potential of individual pupils to profit from further instruction.

The 60 students were selected from the regular enrollment of school.

Project Title: Parental Materials for Teaching Self-Help Skills to Multi-Handicapped Children

Objectives:

1. To determine a basic core of self-help skills considered relevant for preschool multi-handicapped children.
2. To determine which of these skills are appropriate for parental instruction in a parent-child instructional setting.
3. To develop a program designed to instruct parents in teaching these selected skills to their multi-handicapped children.
4. To field test, evaluate, and modify this program, including specialized materials.
5. To field test and evaluate modified program.
6. To package and disseminate the program through the Network of SEIMCs and Early Education Research Center.

In addition, several special projects focused on identifying and reviewing extant materials being used by teachers in the Northwest area. Procedures were designed to organize presentations and to spread information on material development and utilization efforts throughout the area. The information gained assisted in the centers' materials development activities. Titles of supportive research projects included:

Special Project #3: "Search and Acquisition of Materials Relative to Music Education and Recreation Activities for Handicapped Children and Youth."

Special Project #4: "Search and Acquisition of Materials Relative to Physical Education and Recreational Activities for Handicapped Children and Youth."

Special Project #5: "Videotaping and Filming (Super 8mm) of Activities Demonstrative of Good Teaching Techniques in the Area of Motor Training, Adapted P.E., Music, and Leisure Time Activities for Handicapped Children and Youth."

Special Project #6: "Videotaping and Photographing of Instructional Materials and Activities at Children's Hospital School." Used in Extreme Learning Disabilities Workshop.

Special Project #7: "Utilization of Programmed Materials with a Special Child."

Special Project #9: "Survey of Instructional Materials Used in Programs for the Preparation of Teachers of the Mentally Retarded." This project was completed and results were mailed in January.

Special Project #10: "Evaluation of Sullivan Materials for Use with the TMR."

Special Project #13: "Curriculum Material Utilization in Special Education Classrooms." was developed from a previous project.

Special Project #14: "Curriculum Development: Mentally Retarded."

Special Project #15: "A Demonstration of Paired-Associate Learning with EMR in a Common Classroom Learning Task."

Special Project #16: "Uncommon Uses of Common Materials."

Results

Each of the projects completed by the NWSEIMC made its own unique contribution. The total impact of these developmental activities has never been completely measured and many of the projects were adapted and integrated into the instructional programming efforts throughout the region and nation. For example, the "Basic Investigation of the Use of Television in the Teaching of Social Concepts," was expanded by Fairview State Hospital and now holds it place as one of the major approaches used to teach a variety of skills to the retarded at that institution.

The "Use of Task Analysis Procedure in the Teaching of Time Telling to Severely and Moderately Retarded Persons" project became published as a complete unit for teaching the specified skills, including teacher use testing instructions and interpretation of results.

This programmed learning sequence is designed to teach children (or adults) who have little or no reading ability. Where words are used they may be read to the child by the person supervising his work. Verbal instructions for the teacher are used to begin each unit. The sequence is broken into sections with tests at the end of each learning unit. If the child is unable to achieve 80% correct (usually 1 mistake) on the test, he should repeat the unit involved and should achieve 80% correctness before proceeding to the next unit.

The units are as follows:

(1) numbers 1 - 6 on the clock
(2) numbers 6 - 12 on the clock
(3) revision--numbers 1 - 12 on the clock

(4) reading the "little" hand (12 - 3)
(5) reading the little hand (4 - 6)
(6) reading the little hand (6 - 9)
(7) reading the little hand (9 - 12)
(8) difference between little and big hands
(9) reading the time with the big hand constant at twelve (the o'clock)
(10) counting by 5's to 60
(11) counting by 5's on the clock to 30 (using the big hand)
(12) counting by 5's on the clock to 60 (using the big hand)
(13) differentiating between big and little hands when pointing to a number on the clock (to 6)
(14) differentiating between big and little hands when pointing to a number on the clock (to 12)
(15) combining the big and little hands to read the time (to five minute intervals)
(16) combining the big and little hands to read the time (to one minute intervals to 15)
(17) combining the big and little hands to read the time (to one minute intervals to 30)
(18) combining the big and little hands to read the time (to one minute intervals to 45)
(19) combining the big and little hands to read the time (to one minute intervals to 60)

The "Adapting 4-H Club Materials for the MR" accomplished the following:

A. Collected and reviewed existing current materials used most frequently by 4-H club leaders in various 4-H projects.
B. Identified specific areas where materials were needed by 4-H club leaders. A very limited survey of the materials needed by 4-H club leaders indicated that the initial supplementary materials development should focus on the areas of homemaking, animal care and management, conservation, and utilization of leisure time.
C. Designed and developed materials needed by 4-H club leaders.
D. Assessed the appropriateness of materials through a field pilot study of the materials. A field use reaction questionnaire and checklist was developed for this purpose.
E. Organized and conducted a series of conferences relating to the development, pilot, and evaluation of the adapted materials.
F. Disseminated the new or revised material to 4-H club leaders and other professional personnel involved in the social-educational recreational development of retarded children.

The "Materials Development and Modification Relative to Field Testing the Yeshiva Curriculum for the Mentally Retarded" project achieved the following results:

(1) A series of pre-planning sessions to design the details for the project was held between staff members of the Yeshiva University curriculum project and staff of the Northwest Regional Instructional Materials Center for Handicapped Children and Youth.

(2) Staff was selected to carry out the details.
(3) Field test sites were selected and arrangements made for various elements of the evaluation.
(4) A series of meetings were held with field test site teachers to help them to become familiar with the Yeshiva curriculum.
(5) An objective record keeping procedure was developed to maintain detailed records of material needs in the Yeshiva curriculum.
(6) As materials needs are identified by the center staff and field personnel, prototype materials were designed and developed for the Yeshiva curriculum.
(7) Appropriateness of the new materials were evaluated by means of a questionnaire to be developed.
(8) Special needs for modification and adaptation of materials for children from diverse backgrounds was identified and prototype materials developed.
(9) Appropriateness of the adapted materials was evaluated.

The NWSEIMC Intra-Network Newsletter, June, 1968 reported on a master's degree project by Metzler and Rasmussen titled, "A Study to Determine If the Curriculum Guide for Mentally Retarded School Children in Oregon and the NWSEIMC is Effectively Utilized by Special Education Teachers in the State of Oregon." The data indicated that the surveyed teachers (S=159) perceived four areas as most lacking in instructional materials (in order): social studies, arithmetic, reading, and science. A substantial number of teachers agreed that reading, social studies and arithmetic were the areas requiring the most teacher time to prepare instructional materials. The average time spent in preparing instructional materials for the area designated or being most time comsuming was five to six hours per week. This study lent support to the direction taken by the NWSEIMC in materials development and evaluation. Realizing the need for materials tied closely to curriculum, the center was involved in field testing the Yeshiva curriculum for the mentally retarded. Data from this field test was utilized to determine criteria for measuring the effectiveness of both old and new material. The NWSEIMC had developed a strategy for comprehensive, curriculum-based materials development and evaluation in its long-range strategy.

This project made a significant contribution to the end product which is now known as "The Yeshiva, Social Learning Curriculum."

The "Developmental Reading for Moderately Retarded Children" project achieved the following results:

During the year of instruction nearly all of the young TMR participants demonstrated some capacity to profit from reading instruction. A few failed, but some students in both DISTAR and Rebus advanced to more conventional reading programs. These results give further evidence of the ability of the moderately retarded to cope with academic instruction. It is not suggested that all such children will profit from it, but clearly some can. If the major national goal of returning one third of the retarded in institutions to productive community living is to be realized (PCMR71), it is imperative that no retarded individual's cognitive potential be underestimated. In this regard, special educators bear a heavy responsibility to devise instructional programs which can optimize the learning potential of the mentally retarded.

This demonstration project did not insure success for all children involved; it did insure, however, that program decisions for individual youngsters would be based on demonstrated rate of progress in learning to read, not on assumed potential as implied by categorical labels.

The most recently completed project was the "Development of Curriculum and Materials for Teaching Parents How to Teach Self-help Skills to Their Preschool Multihandicapped Child."

The first concern of the program staff was to discern what had been done to date regarding the education of parents for teaching self-help skills to their preschool multihandicapped child. An interim report of the review of the literature was released in December 1970. The final report on the review of the literature was delayed to await the arrival of information on current, ongoing programs. With this latter information, it has been discerned that although there do exist programs for teaching parents to teach their handicapped (mentally retarded) child and programs to teach self-help skills, there are no programs specifically geared to teach the parent of the multihandicapped preschool child or to teach self-help skills to the multihandicapped preschool child.

Parallel in time to the initial review of the literature, parents of preschool handicapped children in the Oregon-Washington area were surveyed to determine which skills their child had and did not have, and which skills parents were most interested in teaching their child. The skill parents reported was most important and the most difficult to teach was toilet training. The next most important and difficult areas were found to be dressing, or more specifically, the various aspects of fastening -- buttoning, shoe tying, zipping, etc., and eating. Rather than beginning with a program as complex and difficult as toilet training, the first object of concern in the self-help area was determined to be spoon feeding. Because of its importance, the toilet training program was developed next.

The first edition of the book, Spoon-Fed Instructions, was hand-printed and consisted of seven copies. These were distributed to seven parents of multihandicapped preschoolers in the immediate Eugene area. All parents participated and returned the used criterion pages. On the basis of the field study, Spoon-Fed Instructions was rewritten and 500 copies printed by the University of Oregon Press and distributed nationally for further field testing.

The first field test copies of Here We Go, the toilet training book, were also printed by the University of Oregon Press. All 100 copies were distributed within the Northwest-Oregon, Washington, Utah, and Northern California. All professional and parent remarks were positive. Information is still coming in on all of the children listed in the report as well as additional children also.

Proposed plans included the continuation and completion of the national field testing of Spoon-Fed Instructions, followed by the third and final writing of the book and publication by a private publisher. The toilet manual is presently ready for its second writing to be followed by its national dissemination and field testing. Following the data received from that, it will be rewritten and sent to a private publisher.

A flyer will be printed describing both Spoon-Fed Instructions and Here We Go.

Conclusions

The NWSEIMC conducted a number of activities for developing child use materials for the handicapped during a relatively short period of time. The results of this effort produced several practical outcomes which contributed and will continue to contribute to the identified need for specialized materials.

Although numerous research activities had been conducted earlier, the year 1968-69 was designated as a year of transition from service and training to a focus on research. Planning was conducted which specified a programmatic research effort aimed at optimizing the instructional situation for children with learning problems, through an optimal matching of typical learning behaviors in children and behavioral learning requirements of instructional materials. In addition, several short term projects were proposed and completed.

The planning for research produced a position paper (Evaluation of Instructional Materials: A Child-Centered Approach) and weighed heavily in the writing of the 1970-71 Continuation Proposal. Since that time, research by Regional SEIMCs were deemphasized.

At the close of the 1969-70 school year, the center, in its Continuation Grant Request, Sept. 1, 1970 - August 31, 1971, delineated several basic assumptions concerning appropriate research endeavors by the SEIMC's. The assumptions stated were:

1) Research by SEIMC's should be directly related to instructional systems for children with school-related problems.
2) SEIMC research activities should be in the area of applied, as opposed to fundamental or pure, research.
3) SEIMC's should not attempt to compete with major research facilities (e.g., Research and Demonstration Centers) in terms of depth and breadth of research activities. At the same time, however, an SEIMC should not abandon a particular research objective merely because it is being pursued by someone else. Simultaneous efforts at solving a problem can be very productive, if care is taken to avoid duplication of effort.

4) SEIMC research must always be done with an eye to the field, with due consideration to the needs of practitioners. Problems under investigation must be highly relevant to what is going on in classrooms between teachers and children, and responsive to problems encountered therein.

Statement number three was particularly significant as it specified a limit on the development of instructional materials activities in which the center was to engage. It also acknowledged the existence of other centers which also had primary responsibilities to provide the materials development function.

Recommendations

Although the NWSEIMC had been successful in the child materials development projects which were undertaken, budget and staffing restraints for such purposes were a major delimiting factor.

The recent "Request for Proposal" (1974) clearly delineates that the Regional Area Learning Resource Centers will not have responsibility for child use materials production. Instead, three specialized offices will provide a national effort in this regard. The obligation of the three specialized centers was stated as follows:

1. Locate usable materials which exist and fulfill identified needs.
2. Field test newly developed and extant materials for effect on learner-target.
3. Plan future efforts in adoption of existing materials and development of new materials in response to national needs assessment.
4. Identify information system entries, classify and recommend usage of instructional materials for handicapped children.
5. Evaluate materials by standard criteria.
6. Describe materials and encode descriptions for data base entry.

The role of the NWSEIMC will be to act as the interface between the locally expressed need for materials information and materials loan and the ALRC/NCEMMH Network resources for meeting such needs. It is expected that this administrative design will facilitate a more coordinated, effective national effort in the future.

NOTE: At the time of this writing, data were still being received relative to an assessment being conducted throughout the region to determine needs for child-use instructional materials as perceived by educators at the state, district and classroom levels. Unfortunately, the results of the study are not yet in reportable form.

CHAPTER III

Media, Materials and Educational Technology Training

Problem and Needs

Included among the deterrants to an equal educational opportunity for all handicapped children in the service region served by the NWSEIMC was an insufficient development of media, materials, and educational technology competencies among teachers of the handicapped.

Non-print, multi-media training packages have been, and continue to be developed by colleges/universities and other agencies to provide teachers with training in media materials and other educational technology competencies. A need existed to identify these packages, index them according to a competency-based training model, and disseminate information about the packages to pre-service and in-service teacher educators. As the training materials were developed and evaluated, efficient systems to permit direct delivery of materials to training agencies needed to be operationalized.

In addressing these identified needs, the NWSEIMC followed three major strategies:

A. Developed five training resources utilizing the Total Information Package Model (TIP):
  1. Engineered Learning Project
  2. Development and Maintenance of ASEIMCs
  3. Selected Retrieval and Informational Systems
  4. The Instructional Specialist
  5. Creating Instructional Materials for Handicapped Learners

B. Provided training programs to special education personnel to help them:
  1. Understand the SEIMC Network concept (National, regional, state and local level)
  2. Understand the delivery and retrieval systems available to educators
  3. Understand different educational techniques and programs
     a. Computer assisted instruction
     b. Classroom management techniques
     c. Classroom programming techniques

C. Provided training programs which assisted associate center personnel
  1. In planning and organizing an Associate SEIMC.
  2. In developing operational skills for running an ASEIMC.
  3. In gaining competencies to assist special education teachers in their classrooms to more effectively develop an educational program for the handicapped child.

Terminal Objectives

Non-print, multi-media training packages have been, and continue to be developed by training institutions and other agencies to provide teachers with training in media, materials, and other educational technology competencies. As these training materials were developed and evaluated, efficient systems to permit direct delivery of training materials to teachers and teacher trainers were operationalized. The terminal objective for media, materials and educational technology training from which the NWSEIMC operated was by 1980, the media, materials and educational technology needs of all education personnel working with the handicapped in the NWSEIMC service area will have been identified following a competency-based model; these needs will have been disseminated to 100% of colleges/universities with special education programs and 100% of the state education agencies.

Procedures and Activities

Total Information Package

As noted above, the NWSEIMC produced five TIP's: four Total Information Packages and one Total Instructional Package. This section of the report reviews the procedures that were followed in conceptualizing and producing these TIP's. Since the procedures varied from Package to Package, the production of each Package will be discussed in turn.

TIP #1 - The Engineered Learning Project (ELP)

The purpose of this first TIP was to describe a programmatic research study at the University of Oregon that focused on procedures for identifying deviant children in the classroom, development of a treatment model for remediating behavorial and academic deficits, and strategies for facilitating the maintainance of treatment gains back in the classroom.

It was decided early on that the best way to disseminate the procedures of ELP in such a way that others could readily replicate the program in their own classrooms would be to produce a "package". This "package" would provide the user the information needed to decide whether or not to adopt ELP and the procedures for implementing the program.

The initial application for funds to produce the TIP proposed a 30-minute 16-mm film to present an overview of ELP and nine filmstrip-tape cassette units that would present the various aspects of the program. Because of cost and other constraints, the idea for the motion picture was set aside and the filmstrip-tape cassette units were reduced to eight:

Unit I	What is ELP
Unit II	Why it Works (A)
	Why it Works (B)
Unit III	Where it Works Best (A)
	Where it Works Best (B)
Unit IV	How to Make it Work (A)
	How to Make it Work (B)
Unit V	What Happens When it Works

In its final form, the Package also included a 20-page illustrated booklet describing ELP and providing related information, a supply of smaller brochures summarizing ELP, a cost analysis for ELP, and response cards to be returned by the user to NWSEIMC on which is recorded information about how the package was used and reactions to it.

The first task in developing the Package was to determine the content and organize it into broad headings or units. The next task was to write the script for each unit. This was done by an assistant director of the Engineered Learning Project and a staff member of NWSEIMC. Their initial effort was a detailed, rather technical essay that needed to be translated into language more suited to audio-visual presentation.

At the same time, a photographer was hired to virtually live in an ELP classroom. These photographs were then matched to the script. Additional photographs were taken at a later time to illustrate portions of the script not covered in the original set of photos. It was also noted that some points could better be illustrated by drawings than photos. This called for the involvement of an artist.

The script was then recorded on tape, 35-mm transparencies were made of the classroom photographs and the drawings, and the presentation was field tested with 17 school administrators from the Eugene area, the NSWEIMC staff, and others. A "prototype" package was then developed. This prototype, of which 125 units were made, was a cardboard container enclosing the eight filmstrips which had been made from the slides, and the eight cassettes duplicated from tapes recorded at the campus radio station.

Dissemination and evaluation of the prototype resulted in the production of Total Information Package of this description:

- An exterior container made of plastic and molded on the inside to provide places for the eight filmstrip containers, the eight tape cassettes, the booklet, brochures, and response cards. The booklet was secured by a metal rod that was flexible enough to permit easy removal, the brochures and response cards were held in place by an elastic strap.
- The filmstrips were of anti-tear plastic film and coated with an anti-scratch treatment.
- The center booklet was printed on quality paper and in two colors. The original manuscript was reduced to 20 pages and written in a combination of lay and professional language.
- The tape cassettes were of higher technical quality than the original recordings and included audible "beeps" to cue the user to move to the next frame. No music was used.

The NWSEIMC contracted with a commercial firm in Eugene to produce the final version of TIP #1. Experience in producing the prototype suggested the value of using professional writers and film producers in the development of such a product. The firm that was selected, however, ultimately proved to have had little or no experience in the production of packaged filmstrip-tape cassette presentations. Furthermore, it was experiencing internal problems that led to a change in management. The result was a series of delays and frustrations. TIP #1 was nearly a year late in being released. This, in turn, delayed the production of subsequent TIPs. A total of 125 units of TIP #1 were produced.

TIP #2 - The Development and Maintenance of ASEIMCs

Included in the mission of the NWSEIMC was the establishment of Associate

Special Education Instructional Material Centers at appropriate locations in the states and territories served by the NWSEIMC. Once TIP #1 was in production, it was decided to develop a second Total Information Package that would present the role and function of the ASEIMC and provide alternative methods for organizing and operating such a center.

The commercial firm retained to produce TIP #1 was asked to produce TIPs 2, 3, and 4. A professional writer was assigned by the firm to coordinate the project. To clarify lines of communication, one NWSEIMC staff member was assigned prime responsibility for supervising production of the TIPs. This staff member developed the contract, monitored the budget, and assembled the other staff members for review of TIP materials during the course of their production.

This proved to be a good arrangement, but problems still emerged that served to delay even more the production of the TIPs. A sub-contractor for the production of the tape cassettes, chosen primarily because he was located in Eugene and charged less than other tape-duplicating firms, failed to meet production deadlines because his equipment was either not working or was yielding less-than-acceptable quality tapes.

There was some field testing of the material, but not to the extent of TIP #1. A prototype was not produced.

Production of the components of the Package other than the tape cassettes moved along fairly well, however. Enough of the exterior plastic containers were produced for the TIPs 1, 2, and 3. The experience of preparing the visual materials for TIP #1 facilitated the development of the filmstrips for TIP 2. Virtually all the materials were photographs taken in and around existing centers. The booklet, the brochures, and the response cards were also produced for TIP #2 without undue difficulty.

The result was a package containing 8 filmstrip-tape cassette units dealing with these topics: (1) the role of an ASEIMC, (2) how an ASEIMC works, (3) the cost of the cost of operating an ASEIMC, (4) finding sources of funds, (5) how to supply funds, (6) how to keep an ASEIMC operating, (7) who and what are needed to keep it running, and (8) selection of materials and summary.

Again, because of difficulties with production, TIP #2, like its predecessor, was issued almost a year behind schedule. In an effort to reduce delays and assure the NWSEIMC that it would be given acceptable products, a system of "sign-offs" was instituted. This assured the NWSEIMC that final production would not be accomplished without review and approval of all details, and it assured the firm that it could proceed with production without responsibility for errors in subject-matter that may have been overlooked in review by the NWSEIMC staff.

TIP #3 - Selected Retrieval and Information Systems

Lack of knowledge and confusion among teachers of handicapped learners as to where to go for instructional materials and other information, led to the development of this Total Information Package.

The topic of TIP #3 was selected at virtually the same time that TIPs 1 and 2 were conceptualized and launched into production. The commercial firm which had been given the TIP contract had now assigned two writers to the project. It was the second writer who began developing the scope of TIP #3 and writing the scripts for each filmstrip-tape cassette presentation.

It was decided that TIP #3 would present five of the currently used information retrieval systems: CEC Information Center Services, Computer-Based Resource Units, Prescriptive Materials Retrieval System, Educational Information Service for the Visually Handicapped and Deaf/Blind, and Therapeautic Recreation Information Center. A filmstrip-tape cassette presentation would be made of each system plus an additional filmstrip-tape unit that would serve as a general introduction to the TIP.

The writer was given a large assortment of published materials describing each system and copies of articles and papers discussing the importance and use of information retrieval systems in the education of the handicapped. He was also given at least 200 slides that illustrated the systems and showed related educational resources and activities.

Six scripts were produced but were judged generally unsatisfactory by the SEIMC staff. At approximately the same time, the firm that had contracted to produce the TIPs went out of business.

The NWSEIMC then asked an educational consultant, who had been associated with the firm for a few months, to complete TIP #3 and produce TIP #4. The consultant re-wrote the scripts, arranged to have additional photos taken for the filmstrips, completed the text for the booklet, brochures, and response cards, and supervised the production of the completed package. Twenty-two copies of TIP #3 were produced.

TIP #4 - The Instructional Specialist for Teachers of Exceptional Learners

There has been increasing interest in a highly qualified individual serving as a link between the sources of technical information on the teaching of handicapped learners and the users of that information. In response to this interest, the NWSEIMC chose "The Instructional Specialist" as the subject of TIP #4.

In preparation for the production of this TIP, one NWSEIMC staff member traveled to Vermont to observe and photograph Vermont's Consulting Teacher Program. Another staff member spent time in Utah and Idaho Collecting information and photographs of Stratistician and Methods and Materials Specialists operating in those states. These excellent photographs, plus a number of papers written about the instructional specialist and these specific programs, simplified the conceptualization and and production of the Package.

The NWSEIMC could also benefit from its experience in producing the first three packages. It could also call upon certain resources and information developed by the commercial firm that had produced TIPs 1, 2, and 3. For example, two artists employed by the firm went into business for themselves and continued to contribute their skills and experience. The manager of the firm facilitated the production of additional plastic exterior containers for TIP #4. He also was instrumental in locating a firm in Salt Lake City that produced first-quality tape cassettes. In all, TIP #4 was produced with the least number of headaches.

TIP #4 consisted of four filmstrip-tape cassette combinations:

. The Instructional Specialist
. The Instructional Specialist in Utah and Idaho
- The Consulting Teacher in Vermont
. Principles of Organizing and Instructional Specialist Program

The package, like the other TIPs, included a booklet, a number of brochures for handout purposes, and response cards in addition to the films and cassettes. As in TIP #3, 22 copies of the package were produced.

TIP #5 - Workshop: Creating Instructional Materials for Handicapped Learners

As noted earlier, this series of TIPs included four Total Information Packages and one Total Instructional Package. TIP #5 is more appropriately an instructional package in that it provides the format and the materials for helping teachers develop skills in a workshop setting to create instructional materials for handicapped learners. Again, the NWSEIMC selected the subject in response to an apparant need for this kind of training.

The educational consultant who completed TIP #3 and coordinated production of TIP #4, joined the NWSEIMC staff for the academic year 1973-74 on a quarter-time basis to produce TIP #5.

The coordinator first developed a prospectus in which he suggested a statement of purpose and the basic objectives of an instructional package. A content outline was also proposed. The staff then reviewed the prospectus and approved the drafting of workshop materials and scripts for filmstrip-tape cassette productions. Drafts of the scripts were reviewed and approved before outwork began.

The original format called for a coordinator's guide, a workbook for participants, three filmstrip-tape cassette productions, and one audio tape production. The filmstrips dealt with the teaching-learning process, the role of instructional materials in the teaching-learning process, and the selection of instructional materials. The audio tape presented some theories of creativity and could be interrupted on cue from the narrator to allow participants to engage in activities related to creativity. It was decided that drawings rather than photographs would be used in the filmstrips.

A "Troubled Child" conference was scheduled on campus in early March and it seemed appropriate that a morning session of that conference would be devoted to the initial field test of the filmstrips and some other workshop materials in TIP #4. Slides were made of the rough drawings and one of the staff members recorded the narration. It was also decided to include a film-tape production produced by Hunter College of New York City, "Making the Most of Materials".

Responses for those participating in the field test at the "Troubled Child" conference suggested that the Oregon produced materials were too elementary for the average teacher of handicapped learners. The Hunter College production was well received.

Largely as the result of this first field test, the staff decided to reduce the size of the TIP to include only two filmstrip-tape cassette units, the Hunter College production and the Oregon production related to selecting instructional materials. The audio tape on "Creativity" would also be included. Permission was then requested of Hunter College to use their filmstrip-tape cassette in the TIP.

Later field tests proved this to be a wise decision. The TIP was used with selected groups of teachers at Lebanon, Corvallis, and Portland, Oregon.

Reducing the number of components in the package reduced the time required to accomplish the workshop (a working day followed by an evening session at least two weeks later at which participants reported on the effectiveness of the material they had developed the first day). It also seemed to conform more closely to the needs of most teachers. On the other hand, when the TIP was field tested with a group of teachers at American Samoa, the teachers responded favorably to all three of the Oregon filmstrip-tape cassette productions. In deference to this response, it was decided to prepare the first two Oregon productions, "The Teaching-Learning Process" and "The Role of Instructional Materials" for limited distribution, but not include them in the finished TIP.

Another decision was to include the materials to be used by workshop participants with the coordinator's guide rather than bind them separately in the package. The guide would be bound with a spiral binding so it could lie flat on a duplicating machine. The coordinator could then duplicate the number of copies of the workshop materials that would be needed. There would be no loose sheets that would likely be lost, thus assuring that contents would be returned to the package when the coordinator had finished with them.

The finished TIP #5, therefore, includes Oregon's "Selecting Instructional Materials" and Hunter College's "Making the Most of Materials" filmstrip-tape cassette presentations. A coordinator's guide, complete with the materials he or she would need to duplicate for workshop participants, is also included, along with the audio tape cassette, "Creativity". A total of 75 copies of TIP #5 were produced.

Workshops

The implementation of in-service training, associate center staff development, and information about **the** SEIMC/RMC Network concept was carried out by utilizing the workshop format. Initial training was conducted through one-day workshops which emphasized the SEIMC/RMC concept. An effort was made to put on at least one informational workshop at each of the training institutions with special education programs in the NWSEIMC's service region. In addition, the NWSEIMC staff made presentations at the Idaho, Washington and Alaska state CEC conventions.

In 1970-72 the trend for training was away from one-day informational workshops to technical assistance workshops for ASEIMC staff.

A minimum of three workshops or in-service training sessions was the goal mutually agreed upon between the NWSEIMC and the Associate Centers. These workshops took a variety of formats and emphases, but basically fell into the following three categories:

1. Computer Based Resource Units
2. Materials Fair
3. Reflection of local needs

In preparation for these sessions, meetings were scheduled on a statewide basis. Participants at these meetings were state department personnel and representatives from each associate center in that state. The major purpose of the meeting was to plan the year's in-service training activities. Primary input for this procedure was the presentation of the statewide survey of teacher-identified instructional needs which the NWSEIMC completed in 1969. Based on the needs as demonstrated by the survey and on other inputs provided by either DOE or associate center personnel, the three workshops alluded to above were planned.

A meeting of this type was held in each state in the region. Obviously, the end product of the sessions differ somewhat from state to state. For illustrative purposes, however, the procedures as they have developed in the state of Idaho are outlined below.

A meeting such as the one described above was held in Boise in early October. Present at the meeting were Dr. John Comba and Mr. Ron Dent of the Idaho State Department of Special Education; Dr. Larry Carlson, Director of the ASEIMC northern Idaho; Dr. Harold Gilliland, Director of the ASEIMC serving Southern Idaho; and the staff of the NWSEIMC.

As a group, the three areas of emphasis for in-service training were selected. These were CBRU, (Computer Based Resource Units), a materials fair, and a session reflecting purely local needs. In this case, the local need in turn reflected a state-wide concern with secondary work-study programs.

It was decided that the best way to gain access for teachers to the CBRU project, was to train representatives from the associate centers who could in turn train groups of teachers from their respective service areas. The initial training was accomplished in Idaho on November 6 and 7. Similar training has taken place in Alaska, Washington, and Oregon. These four states were actively involved in conducting a series of workshops, the purpose of which was to train teachers in the process of utilizing Computer Based Resource Units.

The second area of emphasis for inservice training was identified as a need to help teachers in selecting the most appropriate materials for their students with an eye toward their purchasing materials for next year. Toward that end, a "Materials Fair" was organized at each center in Idaho as well as throughout the region.

An interesting feature of this series of workshops lies in the tie-up with the graduate training program at the University of Oregon. In an attempt to provide realistic and meaningful practical experiences for graduate students in special education, a plan was worked out whereby each fair was coordinated by a graduate student in concert with the Associate Center.

Students were carefully selected on the basis of their background and ability to profit from such an experience. The student was put in contact with the appropriate associate center personnel and under the guidance of the NWSEIMC, planned the workshop and ultimately executed it. Students earned graduate practicum credit for their participation.

The third area of emphasis for workshops was different for each state. Survey data for Idaho, for example, pointed up that secondary EMR teachers felt that there was a tremendous need for materials with which they could teach such things as job application procedures. Pursuing that point, the Idaho planning group concluded that the entire area of work-study programs was in need of attention. They felt that a particularly severe problem existed in the apparent lack of communication that exists between secondary EMR teachers, work-study coordinators, and vocational rehabilitation counselors assigned to the schools. The end result was a series of workshops held in Idaho's associate center which dealt with that problem.

All associate centers in the region are able to cover workshops in the three areas described above in addition to SEIMC orientation activities. Many associate centers have gone beyond these activities and are involved in a variety of in-service training programs.

Annual Conferences

The major purpose for the annual conference was to provide leadership training for Directors of ASEIMCs and State Directors of Special Education in the NWSEIMC's service region. In addition to providing participants an opportunity to identify problems pertinent to providing services and training to handicapped children and their teachers and to provide prescriptions for solving the identified problems each conference presented a specific area of in-service training.

	Annual Conference Topic
February, 1969	Yeshiva Curriculum
July, 1969	Select-Ed (PMRS)
February, 1970	Education Modulation Center Model (M&M)
February, 1971	Problem Solving Techniques (Network Simulation Game)
February, 1972	Procedure for Problem Solving (Center for the Advanced Study of Educational Administration)
February, 1973	Individualized Programming to Serve Handicapped Children (Criterion Assessment and Learning Activity Packages)
October, 1973	Cultured Diversity and Special Education Programs

Specific Training Programs

SHAPES (Sharing Applied Education Systems) Summer (June 21 - July 16, 1971)

This training session was designed to provide participants with skills in educational assessment, individual programming and evaluating instructional programs. The following objectives were established for this training:

1. That the participants demonstrate a knowledge of the differences between the diagnostic inventories and norm-referenced tests by correctly selecting 10 out of 10 correct on a multiple choice test in 15 minutes.

2. That the participant demonstrate an ability to use Resource Center Reading Inventory by administering the Inventory three successive days to a student, with 5 or less deviations from the printed directions by the third test administered.

3. That the participant demonstrate an ability to score the Reading Inventory with two or less scoring errors by the scoring of the third test administered.

4. That the participant demonstrate an ability to place 3 days of Reading Inventory data on the 6-cycle Chart.

5. That the participant demonstrate an ability to use the Resource Center Math Inventory I and II, by admnistering the Inventory once to another participant.

6. That the participant demonstrate an ability to score Math Inventory I and II by scoring the test which they each took.

7. That the participant demonstrate an ability to use a 6-Cycle Chart by charting 10 rates in 10 minutes on 5 consecutive days without error.

8. That the participant demonstrate an ability to pinpoint a student's academic difficulty from the Reading Inventory scores by making 10 data-referenced statements in 15 minutes defending the selection of pinpoint.

9. That the participant demonstrate a knowledge of the components of the IS-plan by correctly selecting 10 out of 10 on a true/false test in 10 minutes.

10. That the participant demonstrate a knowledge of task analysis by answering 10 out of 10 on a multiple choice test in 15 minutes.

11. That the participant demonstrate an ability to order tasks in a hierarchy by so ordering a list of 10 tasks in 10 minutes.

12. That the participant demonstrate an ability to use the IS-Plan for educational planning by correctly filling in a program for a student from a written interview in 15 minutes.

13. That the participant demonstrate an ability to write a clear IS-Plan by writing a program for a specific student which is used by another participant to work with that student for 15 minutes.

14. That the participant demonstrate an ability to design a suitable method of collecting rate data for use as a measure of the program's effectiveness.

15. That the participant demonstrate an ability to collect rate data by collecting correct and error data for a specific student movement cycle for three days.

16. That the participant demonstrate an ability to place 3 days of rate data on a 6-Cycle Chart.

17. That the participant demonstrate an ability to find lines of progress.

18. That the participant demonstrate an ability to evaluate an instructional program using data by evaluating one program based on 9 days of data in a multiple choice, true/false exam, with 10 out of 10 correct in 20 minutes.

19. That the participant demonstrate an ability to evaluate an instructional program using data by providing a written evaluation of another participant's IS-Plan program using the data collected on that program, consisting of a minimum of 10 correctly data-based statements in 15 minutes.

AIMS Institute

This summer's (June 23 - July 21, 1972) training session was designed to provide participants with skills in pinpointing behaviors, task analysis, writing behavioral objectives, criterion-referenced tests, programming, evaluation techniques and working with teachers. The objectives were:

PINPOINTING MOVEMENT CYCLES

1. Trainee will be able to list movement cycles for three materials in 1 minute.
2. Given 25 behaviors, trainee will identify 20 behaviors which are precisely pinpointed in 2 minutes.
3. Given 10 behaviors which are not adequately pinpointed, trainee will refine 5 movement cycles in 2 minutes.
4. Given 6 classroom activities, trainee will write three movement cycles which may be present in each activity in 5 minutes.

TASK ANALYSIS

Objectives

1. Trainee will write a definition of Task Analysis in 2 minutes covering 3 basic points.
2. Trainee will order the procedural steps of "How to" do a task.
3. Trainee will write a task analysis of intermediate behaviors for reading decoding or arithmetic computation in 30 minutes.
4. Given an assigned skill, write a task analysis in 1 hour.
5. Given a task, write intermediate behavioral objectives in 1 hour. (28 June, 1972)
6. Given the intermediate behavioral objectives for a task, sequence them in logical order in 20 minutes. (28 June p.m.)

Activity: Individual

BEHAVIORAL OBJECTIVES

Objectives

1. The participant will correctly identify the components of behavioral objectives by scoring 8 of 10 correct on a multiple choice exam.
2. The participant will write behavioral objectives, each including a clear descrip. of:
    a) a clear description of the target behaviors.
    b) conditions/materials of performance.
    c) criterion for acceptable performance on a written test and/or assignment.

CRITERION-REFERENCED TESTS

Objectives

1. The participant will correctly define norm- and criterion-referenced tests on a written exam.
2. The participant will identify correctly the components of a criterion-referenced test on a written exam.

CONSTRUCTING CRITERION-REFERENCED TESTS

Objectives

1. The participant will construct materials appropriate for use in evaluating performance on the behavioral objective(s) of the (pinpointed) assigned task.
2. The participant will write instructions for administration of the criterion-referenced test he has constructed, evaluated by the successful administration of that test by another participant.
3. The participant will describe correctly on a written test how to interpret a criterion-referenced test, given a skill hierarchy from which to work.
4. The participant will describe correctly how to interpret the test he constructed, on a written exam.

PROGRAMMING

1. Trainee will describe in writing two ways of setting aims.
2. Trainee will list four variables important in setting an aim.
3. Trainee will define components of IS-Plan.
4. Trainee will write out a program for an intermediate objective for his or her assigned task.
5. Trainee will list 10 teaching techniques.
6. Trainee will list materials showing examples of fading, discrimination techniques, generalization techniques, corrections and formats.
7. Trainee will write a format to teach behavior desired in an intermediate objective of his or her task.
8. Trainee will design teaching routine for his or her intermediate objective.
9. Trainee will describe a materials applicable to the program designed in objective 4.
10. Trainee will design a data collection procedure for evaluating his or her program (obj. 4).

EVALUATION TECHNIQUES

Objectives: The trainee will:

1. distinguish correctly 11 out of 12 statements correctly or incorrectly as either subjective or objective based data statements on a written test.
2. list 4 different types of objective data on a written test.
3. describe appropriate uses for the four different types of objective data on a written test.
4. list the difficulties, if any, involved in the use of each of the 4 types of data on a written test.
5. construct two equal interval charts and plot the same data on both.
6. chart the same data (from objective 8) on the 9-week chart and compare

this with the two equal-interval charts.

7. demonstrate the ability to chart proficiently.
8. identify correctly on a written test each of the components of the 9-week chart, and each charting convention.
9. define phase changes on a written test.
10. demonstrate the ability to correctly chart phase change lines.
11. define 'celeration lines on a written test.
12. explain why we use 'celeration lines on a written test.
13. demonstrate the ability to find lines of progress in a written assignment.
14. define step changes on a written test.
15. describe how to find step changes on a written test.
16. demonstrate the ability to compare phases through the use of steps and 'celeration changes on a written test.
17. demonstrate the ability to use a 'celeration finder in a written assignment.
18. analyze data to determine if the program should have been changed in a written assignment.
19. demonstrate the ability to draw 'celeration lines for every seven days of data on a written test.
20. list on a written test the reasons for a 'celeration analysis every two days following the initial seven days.
21. list on a written test the reasons why seven days are needed in a phase.
22. define static proficiency on a written test.
23. list two methods for determining static proficiency using phase changes, on a written test.
24. list two methods of determining static proficiency without phase changes, on a written test.
25. define dynamic proficiency on a written test.
26. state the relationship between aims and dynamic proficiency on a written test.
27. compare different evaluation methods, 7-day, slopes, dynamic, eye-balling slope and step changes on a written test.

WORKING WITH TEACHERS

Participants will work in three groups:

1) Direct service to teachers
2) Workshops for teachers
3) Indirect service to teachers

Each group will develop objectives and procedures for working with teachers. All plans will be shared among groups.

CONTINGENCY MANAGEMENT

The NWSEIMC interlocked with regional SEIMCs located at Los Angeles, California; Greeley, Colorado; Lawrence, Kansas; and the RMCD at Las Cruces, New Mexico, during 1972-73 to deliver contingency-management (CM) training to teachers in rural and sparsely populated areas via the Idea-Diffusion Model, utilizing materials developed by the center at USC.

The NWSEIMC delivered training under the following five models:

1. Dissemination-Change Agent Model (DCA) -- three member teams composed of a special education teacher, a curriculum specialist or educational examiner, and an administrator responsible for special education programs. Six teams were selected.
2. Teacher-Administrator Model (T-A) -- two member teams composed of a special education teacher and the teacher's building principal. Six teams were selected.
3. Circuit-Riders Model -- an individual working as a methods and materials specialist who has the responsibility for training teacher in the field and for supporting those teachers via follow-up visits. Three circuit riders were selected.
4. One-Shot Model -- A member of the NWSEIMC staff conducts a one or two day training session in the field. No follow-up is provided. Three conferences were conducted.
5. Self-Instructional Model -- After agreeing to participate, selected teachers are sent a self-instructional kit. No follow-up is provided.

System FORE

This training was delivered to six teams using the DCA model developed at USCSEIMC and used by the NWSEIMC in its CM training mentioned above. System FORE Training was conducted on February 3-6, 1974 with the following objectives.

1. Each participant will complete the overview task sheet, which requires a knowledge of the name and purpose of the components, forms, and documents included in the System FORE Kit; and an understanding of the overall purpose of System FORE.
2. The participants will complete a task sheet requiring a demonstration of the ability to locate and match objectives within each strand appropriate for the teaching of specified instructional categories.
3. The participants will have completed the administration of selected informal inventories, the transferral of inventory performance scores to Daily Sequence Checklists, the transferral of Daily Sequence Checklist information to pupil Profile Sheets, and grouping of participants according to similar instructional levels and common interim objectives.
4. Each participant will be able to convert the information found on a pupil inventory into appropriate strand, level, and item numbers. From the materials list, choose 2 materials indiciating appropriate page numbers to build up three weaknesses demonstrated on the student inventory.
5. The participants will demonstrate an understanding of the process of keying current systems of cataloguing or retrieval to the Systems FORE materials. Discussion will be held to help participants conceptualize steps relating to keying materials to be completed for local implementation of System FORE.
6. Each participant will have coded at least two materials into System FORE according to the format suggested on the Task Sheets.
7. Each training team will have developed a plan and a time line for A) implementing System FORE in the teacher's classroom and ASEIMC and B) implementing System FORE training to five teachers in the local

service area. The training plan will include the specification of qualifications and procedures for selecting teachers to be trained.

Results

Workshops

The data in Table 4 and Table 5 show that the NWSEIMC staff decreased direct workshops to the field as the associate centers were able to accept this responsibility. Workshops after 1971 were primarily to provide technical assistance to associate center staff. Prior to 1971 the workshops were informational about the Network.

Figures 9 & 10 show that as associate centers were developed to the point that they could do in-service training there was a corresponding increase in the number of participants trained in media, materials and educational technology, and a corresponding decrease of NWSEIMC involvement.

University Classes

To equip teachers and potential teachers with skills in relating to instructional materials, a number of clases were offered at the university level. Figure II displays the results of their effort. Because of constraints imposed by the NWSEIMC workscope and the limited time available to NWSEIMC staff members, no courses were offered during 1973-74.

Annual Conference

The annual conferences have been attended by approximately 90% of the target population since their inception. The Evaluation section of the annual reports shows that the participants consistently indicated a favorable reaction to these conferences. Only one year, 1973-74, did the staff hold two training conferences, one for Pacific participants held in Honolulu and one for the other states held in Eugene. The decision for this was based on Evaluation by Pacific participants to previous conferences. For detailed information on the annual conferences see the NWSEIMC's Annual Reports.

Specific Training Programs

These training programs were designed to give specific training skills to ASEIMC personnel to help them provide better service to teachers of handicapped children. Specific Evaluation data is not available for the SHAPES or AIMS training programs. One specific result of the AIMS training program is a training package developed and disseminated by the NW Regional Resource Center titled, Resource Specialist Training Program. This is a twelve volume in-service training package that has been field tested by LEAs in the NW service region.

Tables 6 and 7 show that by training 33 individuals the contingency management program was initiated in 44 teachers in eight different school districts in four different states. They also show that 87 second generation individuals were trained by the first group of 33.

TABLE 4

WORKSHOPS CONDUCTED BY NWSEIMC

	Alaska		Am Sa		Guam		Hawaii		Idaho		Oregon		T. T.		Washington		Total	
	# Wks	# Part	# Wks	# Part	# Wks	# Part	# Wks	# Part	# Wks	# Part	# Wks	# Part	# Wks	# Part	# Wks	# Part	# Wks	# Part
1966-67											3	24					3	24
1967-68									4	50	25	248			4	65	33	363
1968-69	6	425					6	397	2	118	15	878			9	467	38	2285
1969-70	6	97							4	60	13	246	1	46	12	248	36	697
1970-71	7	1051			3	225	12	90	14	548	44	1504	6	119	33	890	119	4427
1971-72	5	27			7	50	8	25	6	36	8	40	7	9	6	61	47	248
1972-73	2	18							3		8	64			2	17	12	99
**1973-74			2	14			1	7			6	37	*6	41	2	19	20	118
Total	26	1618	2	14	10	275	27	519	33	812	122	3041	20	215	68	1767	308	8261

*Deaf Education Materials Workshop
**Participant figures not available

TABLE 5

WORKSHOPS CONDUCTED BY ASEIMCs

	Alaska		Am Sa		Guam		Hawaii		Idaho		Oregon		T. T.		Washington		Total	
	# Wks	# Part	# Wks	# Part	# Wks	# Part	# Wks	# Part	# Wks	# Part	# Wks	# Part	# Wks	# Part	# Wks	# Part	# Wks	# Part
1966-67																		
1967-68																		
1968-69											2	83					2	83
1969-70											2	64					2	64
1970-71									10	311	40	842					50	1153
1971-72					4	147	4	251	22	553	159	4795	5	91	36	3198	230	9035
1972-73					10	237	7	270	38	788	270	5726	3	68	283	8652	611	15741
1973-74	54	955	3	57	6	24	0	0	33	683	86	1209	39	536	116	2494	337	5958
Total	54	955	3	57	20	408	11	521	103	2335	559	12719	47	695	435	14344	1232	32034

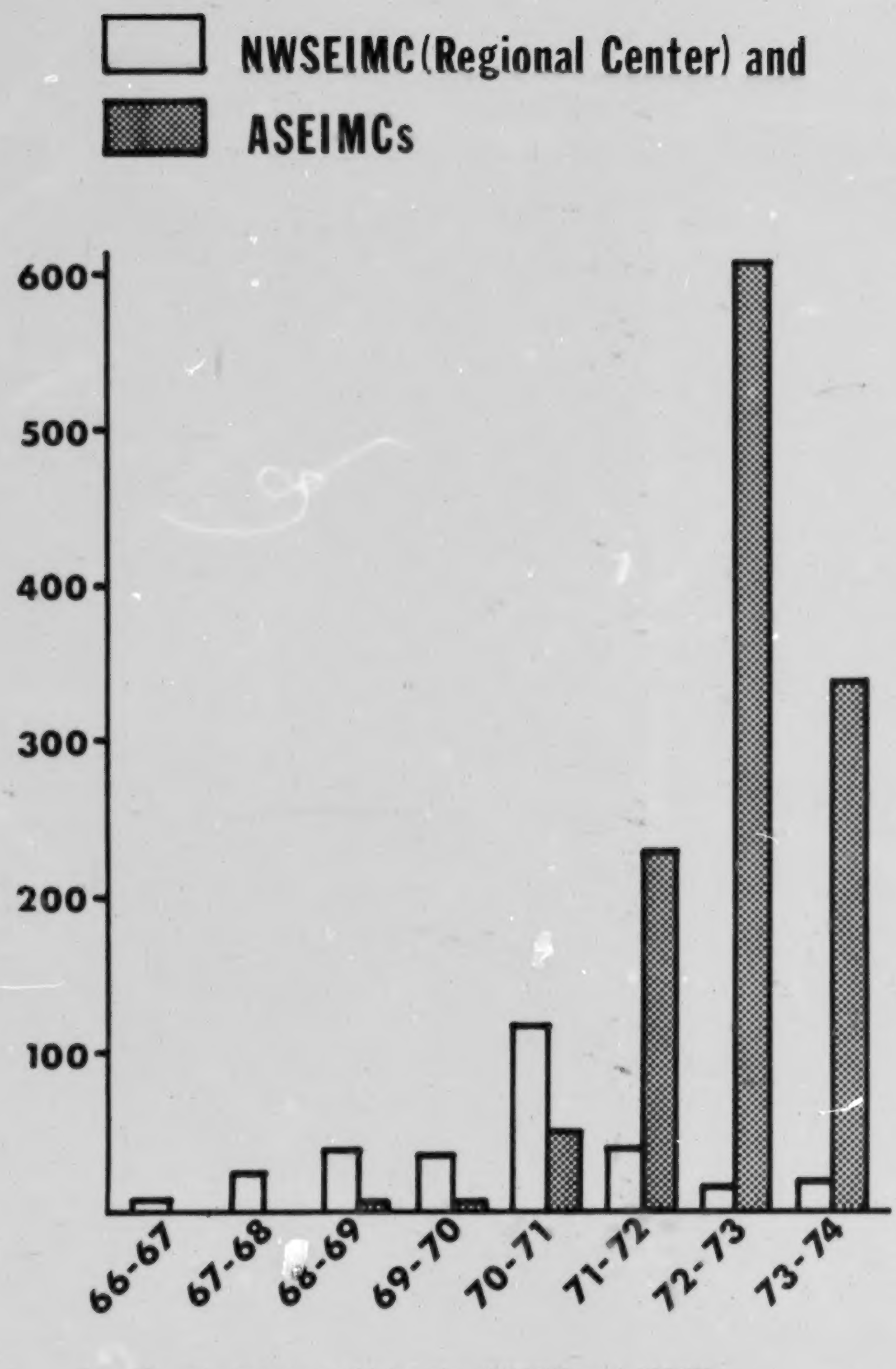

Fig. 9. Workshops held by the NWSEIMC and ASEIMCs.

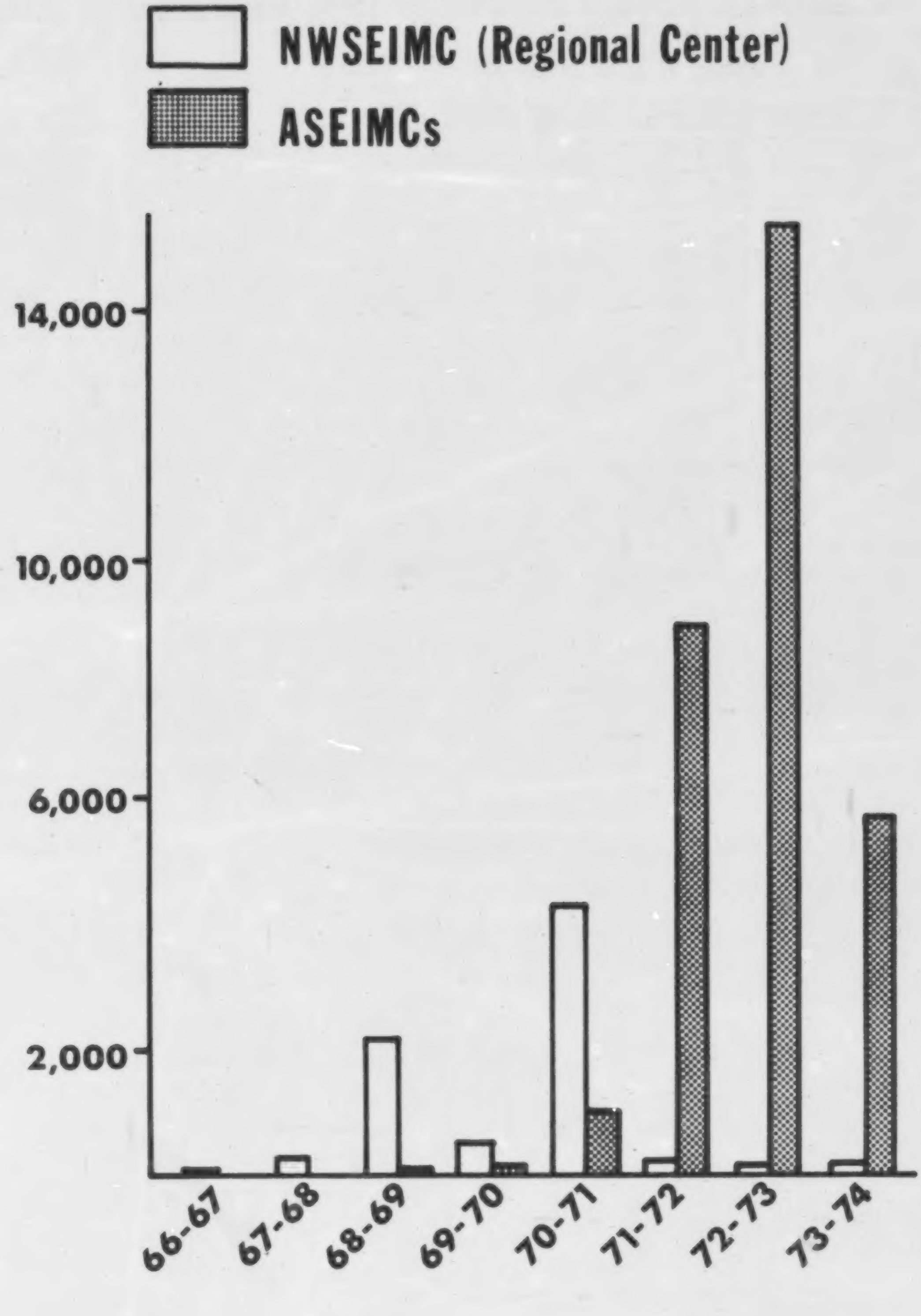

Fig. 10. Attendance at NWSEIMC and ASEIMC workshops.

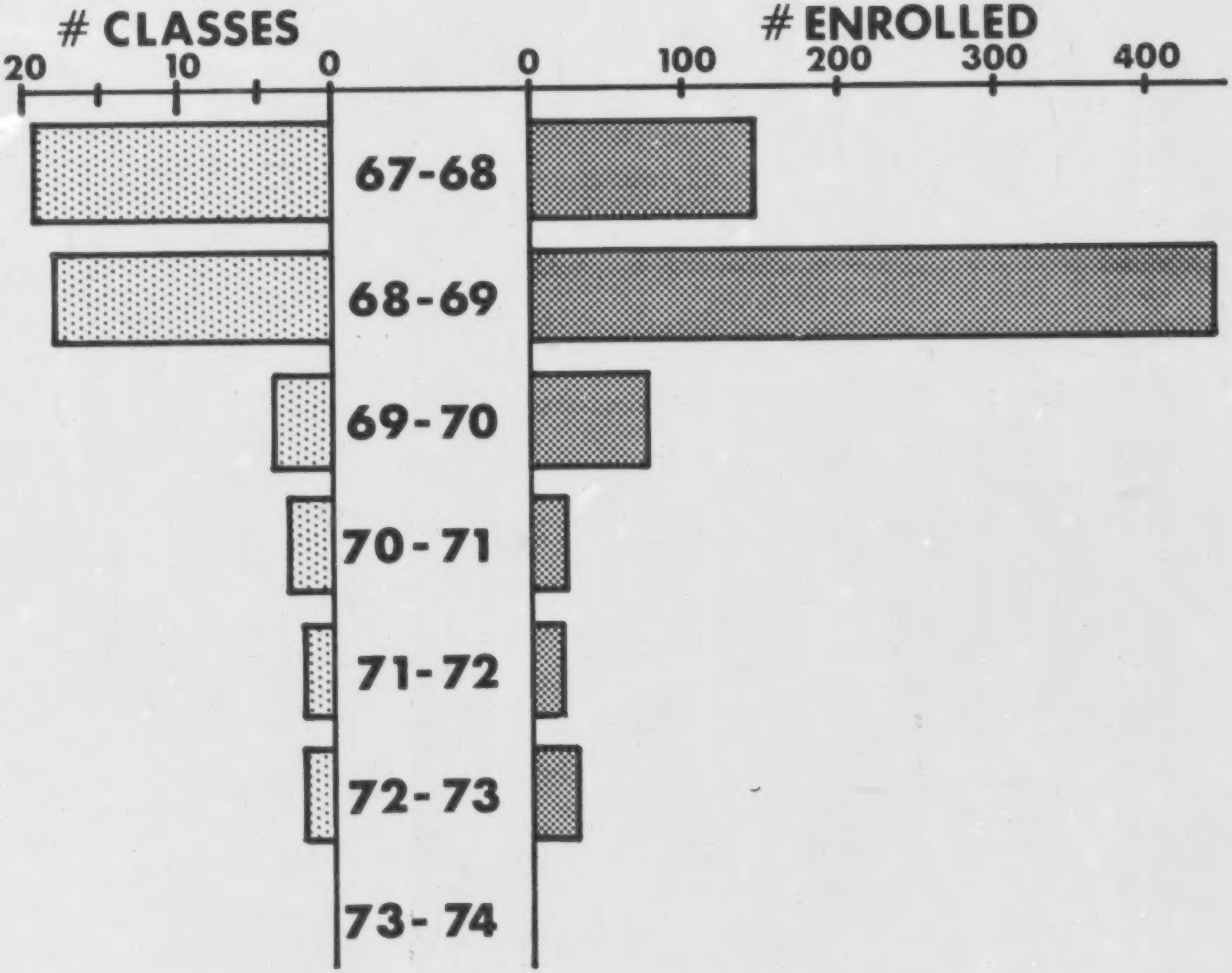

Fig. 11. IMC related classes (including enrollment) offered for University credit.

TABLE 6

NWSEIMC C-M Training (1972-73)

Model		No.	CAT Implementation	Second Generation Trained	20+ Day Implementation	Follow-up Visits
DCA #1	Juneau, Al.	3	0	6	5	5
#2	Boise, Id.	3	1	6	5	5
#3	Junction City, Ore.	3	1	3	3	3
#4	Burns, Ore.	3	0	0	0	0
#5	Walla Walla, Wash.	3	0	6	3	4
#6	Port Townsend, Wash.	3	1	6	6	6
		18	3	27	22	23
T-A #1	Wasilla, Al.	2	1	6	6	6
#2	Naknek, Al.	2	1	2	2	2
#3	Sandy, Ore.	2	1	6	6	6
#4	Lebanon, Ore.	2	0	5	5	5
#5	Longview, Wash.	2	1	2	2	2
#6	Port Orchard, Wash.	2	1	3	3	3
		12	24	24	24	24
C.R.#1	Ethel Bright	1	-	6	6	6
#2	Don Hunsaker	1	-	6	5	5
#3	Jack McFarland	1	-	0	0	0
		3		12	11	11
One shot#1	Paul, Id.	-	-	14	9	0
#2	Ellensburg, Wash.	-	-	6	2	0
#3	American Samaoa	-	-	4	next fall	-
				24	11	0
Self-Inst.		-	-	16	14	0
Totals						

TABLE 7

NWSEIMC Person Days Expended on C-M Training (1972-73)

	Days Expended by Activity			
	Training	Preparation	Follow-up	Total
Pellant	13	7	6	26
Latham	8	4	5	17
Goeman	8	12	5	25
Martineau	10	15	10	35
Lance	6	4	1	11
TOTAL	45	42	27	114

	Days Expended by Model				
	DCA	T-A	CR	One Shot	Self-Inst.
Pellant	12	7	c	5	0
Latham	7	8	2	0	0
Goeman	10	9	2	0	4
Martineau	11	10	6	8	0
Lance	5	5	1	0	0
TOTAL	45	39	13	13	4

System FORE training provided 20 individuals with skills in this educational system. The system was implemented in 5 school districts by 25 teachers. In addition each of the four states represented at the training sessions has a cadre of system FORE trainers and is currently involved in training teachers in their respective states. The results of this training will be an ongoing change at the LEA level. Table 8 presents an evaluation of this training as reported by 16 of the 20 participants. 4 participants did not evaluate the training.

TABLE 8

EVALUATION SUMMARY
SYSTEM FORE TRAINING
SPREAD OF EFFECTS WORKSHOP

NWSEIMC
Portland, Ore. May 16-17, 1974

A. Participants N= 16 responding to evaluation

ASEIMC staff N = 6	Administrators N = 4	Teachers N = 6
ASEIMC Director	Special Education Consultant	EMR Inter. Teacher
ASEIMC Director	Associate Supervisor - Learning Resource	Spec. Educ. Primary Resource
ASEIMC Coordinator	Dir. Student and Spec. Services	L.D. Grades 3-4
Method & Materials Specialist	Teacher Trainer	Special Class
Method & Materials Specialist		ELP Resource
Method & Materials Specialist		Resource Room

B. How satisfied are you with:

1. The probable long range value of this program: (Number of Responses)

	ASEIMC staff Directors	N=6 M & M	N=4 Admin's.	N=6 Teachers	Total Number of Responses = %
Extremely Satisfied		11	1	1111	~~1111~~ 11 = 43%
Very Satisfied	11	1	1	1	~~1111~~ = 31%
Satisfied	1		11	1	1111 = 25%
Neutral					
Dissatisfied					
Very Dissatisfied					
Extremely Dissatisfied					

2. The probable short range value of the program as it relates to your immediate activities:

	ASEIMC staff Directors	N=6 M & M	N=4 Admin's.	N=6 Teachers	Total Number of Responses = %
Extremely Satisfied		11	11	1111	~~1111~~ 111 = 50%
Very Satisfied	11	1		1	1111 = 25%
Satisfied	1		11	1	1111 = 25%
Neutral					
Dissatisfied					
Extremely Dissatisfied					

Table 9 shows how that system was implimented by states.

TABLE 9
SYSTEM FORE TRAINING
IMPLEMENTATION
Results

	Number Originally Trained	Number School Dist. Implimented	Number 2nd generation trained
Washington	4	1	5
Oregon	6	1	5
Guam	3	1	5
Alaska	7	2	10
Total	20	5	25

Conclusion

A review of activities, documents and center files showed that the NWSEIMC added a new dimension to the educational systems in the Northwest region. This program made use of teaching personnel as support personnel to teachers of handicapped children. The personnel of this Center actively sought out ways to help teachers learn more about educational materials. As the program developed it recognized that the focus on making materials available was important but not enough. One of the most important contributions of this program was the recognition and documentation that the teachers of handicapped children required even more help than was originally imagined. The typical teacher of handicapped children needed to be a diagnostician, materials specialist, remediation specialist instructional programmer, test and measurement expert, and teacher. It also discovered that even very good teachers frequently could not program effectively for every child in their class.

Specifically it can be concluded that:

1. If Total Information Packages are developed they must be motivating, easy to use and to disseminate. These packages must be determined by needs as identified from the field and should include evaluation data.

2. The most successful training process was the "Idea Diffusion Model" or "Dissemination Change Agent Model" used with the Contingency Management Training and System FORE. This model was developed by the Regional SEIMC at the University of Southern California. The process of this model is as follows:

Process

Planning Phase

(a) Establish objectives for training based upon needs of region.
(b) Determine resources available for training (staff, travel and per diem funds, materials).
(c) Obtain training materials from other sources and/or plan to develop our own materials.
(d) Develop time line for each phase of training.

Selection of Trainees Phase

(a) Develop criteria for selection of trainees

  (1) Number based upon available resources and regional needs
  (2) Require commitment from participants
  (3) Require commitment from administrators
  (4) Other characteristics, e.g., willingness to take risks, experience in teaching the handicapped, willingness to share responsibility in training other teachers, etc.
  (5) Teams are selected rather than individuals

(b) Mail letters to potential trainees with agreement forms

(c) Adhere strictly to return deadlines (this is one of the criteria)
(d) Use staffing procedure to select trainees
(3) Notify applicants of decision immediately, preferably by telegram or phone call
(f) Send follow-up letter
(g) Do not accept auditors---only fully participating trainees

Plan Training Format and Conduct Training

(a) Background reading or tape listening to be required of trainees before they arrive.
(b) Plan to begin training with interactive group activities. It is essential to establish a group identity prior to commencing formal training.
(c) Limit lecture and formal presentations to a maximum of 20 minutes at any one time. Present only one or two ideas at a time.
(d) Intersperse formal presentations with group activities which reinforce the content.
(e) Prepare task sheets of some kind for every activity.
(f) Vary the pace: intense, relaxed; individual activity, participant sharing, etc.
(g) Include worksheets and procedures to have trainees plan exactly how they will implement the training when they return home. Require implementation to commence within 10 days. (Strike while enthusiasm is high).
(h) Build in fun time during one afternoon or evening. Provide coffee and juice breaks morning and afternoon.
(i) Start on time at every meeting, even if many trainees are late. Stop on time, even if you are behind schedule. Remember, we made a contract which we must keep even as we expect them to keep their contract.
(j) Be available to talk with trainees after hours, especially when the pressure builds at the end of the first day. Be supportive, but don't lower standards.

Follow-up

(a) If trainees don't mail in progress reports, telephone immediately.
(b) Telephone or visit all trainees within 20 days to see how things are going in implementation phase.
(c) Provide immediate feedback on visits.
(d) Be prepared to "push" or "support" if implementation is not going well.
(e) Collect follow-up data and share reports with trainees administrators.

The strengths of this approach are:

(a) Commitment required of participants and their administrator
(b) Teams are trained
(c) The purpose is to return to the district and implement and then train others. Since the teams contain a Change Agent Teacher, an Administrator and a Support Person, the probability of success is much greater than if the teacher had along.
(d) Training is interactive, time-loaded, and task oriented. Trainees leave on the last day ready to implement as soon as they arrive home.
(e) Follow-up is provided for.

The weaknesses of this approach are:

(a) Requires detailed planning and this takes time.
(b) Requires time consuming selection procedures.
(c) Some trainees get uptight because of the pressure involved.

3. That a materials delivery system needs a training component. It was shown that as this center developed the capacity to deliver materials to teachers they were not able to effectively use them with handicapped children. The research presented in Research Report Number 6, Teachers' Perceived Instructional Needs in the Northwest Region, confirms this statement.

4. That a systematic approach to in-service training needs to be developed. That all agencies coordinate their efforts so that teachers of handicapped can use instructional materials effectively when teaching handicapped children. This includes state education agencies, colleges/universities, regional centers and federal programs. It would appear that there is no systematic approach to the in-service training of special education teachers in the northwest region at this time.

Recommendations

Total Information Packages

Four recommendations resulted from the center's experience in developing TIPs:

(1) Establish and maintain clear channels of communication between the producer or contractor and the staff for which the package is being produced.

(2) Establish check points or decision points throughout the course of the production. Each checkpoint is a step in the production which represents a single decision, or set of decisions, which will affect the production steps

that follow. Only until the verbal scripts, for example, are approved to the satisfaction of all concerned, can the drawings be made or the photographs taken with the assurance that these visuals will be acceptable.

(3) Employ individuals with proven expertise in the development of instructional materials. Organization of ideas and the use of the media in the presentation of these ideas is not necessarily an esoteric exercise that can be performed only by those with singular credentials. However, some expertise is involved, and it pays in the long run to make use of this expertise if it is available.

(4) Select vendors whose products and services are of demonstrated quality, even if they may be somewhat more expensive. The production of the TIPs suffered from efforts of the commercial firm to save dollars.

Workshops

Five recommendations resulted from the center's experience in delivering workshops:

(1) Workshops should result from a perceived need by the participants. One variable that warrants consideration is the purpose behind a request for a workshop. The planning necessarily will depend upon the coordinator's perception of the total situation.

(2) The workshop coordinator/planner should consider the following elements: a) goals that are appropriate to the workshop topic and the target population; b) objectives that are logical extensions of the goal statement; and c) enabling objectives that are stated in terms of observable performance.

(3) For each objective developed, it is necessary to develop and write out an activity or sequence of activities which could be utilized to meet the objectives. The first step in this process is primarily a brainstorming activity which will elicit several types of activites, then later choose the best possible activities to complete the objective.

(4) Activities need to be realistic in terms of time expenditure and resources available.

(5) Workshops should be built around participant involvement. The "message" that is to be taught should be communicated by the activity itself rather than by a pre or post-activity lecture.

Annual Conferences

(1) The annual conference must reflect the goals and objectives developed for regional development. The annual conference can be used as a vehicle to focus on the changes needed in a region, and can also be the impetus for that change.

(2) The annual conference should have a training component incorporated into its agenda. The training needs to be geared at upgrading skills to personnel involved in the media materials and educational technology delivery system.

(3) Each conference should allow time for states and/or service areas to meet together as a group to do their individual planning.

Specific Training Programs

The recommendations listed under the workshop section are applicable to in-service training programs. In addition, training procedures should follow a pattern of sequences. The experiences of this center recommends the following pattern:

1. Planning phase
   a. Establish objectives for training based upon needs of the region.
   b. Determine resources available for training, i.e., staff, travel, per diem, materials selection.
   c. Obtain training materials from other sources and/or plan to develop own materials.
   d. Develop time line for training phase.

2. Operational phase
   a. Send letters to potential participants asking them to participate. Include nature of the training, financial arrangments, dates and location, indicate what is expected of participants.
   b. Send a screening letter to each applicant requesting applicant to commit himself to the conditions.
   c. Select the participants.
   d. Notify selected and unselected participants.
   e. Provide selected participants with background information before the conference, i.e., reading materials or listening tapes.
   f. Hold training conference.

3. Follow-up phase
   a. Evaluate the training activity on the basis of written and observable feedback.
   b. During a latter period, i.e., following summer, contact participants to find out if they continue to use the idea.
   c. Report results of training project to funding agency, participants and other interested parties.

CHAPTER IV

Information Dissemination

Problem and Needs

In some cases there was not enough valid information available about media and materials for handicapped learners. In other cases too much information existed to be absorbed, sorted, and used by individual teachers. Materials proliferated from commercial publishers with little to readily distinguish them from other materials in the field or to recommend them for specific teaching needs. Information systems were not functioning well enough to provide for the generation of new evaluation information, the gathering of extant information, or the distilling of that information into usable capsules which can be taken by the teacher to assist in the task of teaching who they want to teach what they need to learn. For this reason, lack of pertinent information about media and materials was considered a deterrent to equal educational opportunity for all handicapped children in the region.

Instructional materials had been developed in most curricular areas to the extent that some teachers were limited by their lack of ability to select or locate appropriate materials from such diverse and scattered sources of information. The problem centered on the need to select, evaluate, classify, and describe materials and to provide teachers with access to retrieval systems and to information about materials in such a manner that teachers could make effective choices for the instruction of children in their classrooms.

Terminal Objective

By 1980, 95% of special education teachers and 100% of ASEIMC directors and state directors of special education in the NWSEIMC service region will receive new information on a regular basis regarding instructional and learning products and processes.

Procedures and Activities

The need for information about instructional materials for handicapped children has been addressed through a combination of efforts over the eight years of funding. These efforts can be classified in three major areas as: 1) Centering on teacher needs for information; i.e., what information is needed, how is that information most effectively transmitted, and what is the effect of that information on teachers. 2) Gathering information about media and materials; i.e., evaluation projects, identification of materials information systems, analyzing materials and reporting information in the center information sources. 3) Dissemination of information via Newsletter, Newspack, traveling packages, print and non-print products for teacher use, and other avenues.

Constraints have been addressed which affect the procedures and activities to include geographical configurations, lack of teacher sophistication, lack of teacher cooperation in returning child-usage evaluation data, lack of complete information delivery systems, lack of cooperation from publisher representatives, the volume of available instructional materials to evaluate and the relative low priority of recording information about specific materials and their use in conjunction with programs and research efforts. The constraints have had a definite influence on the design of activities leading to the creation of an effective materials information dissemination service.

Assessment of Information Needs

Under the assessment of "teacher needs for information" category, the activities included evaluation strategies to assess the value of current information dissemination practices. Most of the activities have been informal. For example, in 1971-72, contact with the Oregon Retrieval and Dissemination project reinforced the concept that an information specialist was useful in translating ERIC information and other research into practical teacher help. The specialist could reflect the teacher's needs on a gathered body of research and select practices which would be readily usable by the teacher--or present a comparison of techniques and materials which enable the teacher to choose the most suitable for that classroom and then implement with assistance.

Following this concept, the NWSEIMC channeled specialist skills of this nature to the associate centers to facilitate the movement of information from research to the classroom. In recent years, ASEIMC impact evaluations provided data that confirm teacher satisfaction with the information help provided by ASEIMC personnel in selecting materials and obtaining information.

In addition to specialist contact, the total information concept was developed in order to present by media a body of information in an organized fashion to enable a viewer to view and, if desired, change according to the materials presented. No data was kept on change of program or behavior even though the decisions of format and what to include were based in usefulness and practicality. The Total Information Packages are addressed more fully in Chapter III.

A more formal assessment occurred when receivers of the newsletter and newspack responded to surveys with their specific needs and wants for information in those two publications. A discussion of those results is included later in this chapter under dissemination.

The study Teachers' Perceived Instructional Needs in the Northwest Region (Lilly, 1971) added the data that many teachers are unaware of the variety of materials available to them.

Thus it has been ascertained that the information needed by teachers includes "What is available?" "What is the usefulness of those materials?" "How could I change my classroom to better include materials?" "Where do I get materials?" "And how can I better use instructional materials in the classroom?" And further, that information must be transmitted in a practical, useful, easy-to-assimilate fashion that leads to daily use of new ideas.

Gathering Information

Gathering information, the second area, has had two major focuses over the years. The first dealt with a research kind of approach to evaluating materials and their use by the NWSEIMC and the second dealt with finding available research and information and making it available to the region.

Materials Evaluation

The evaluation of materials effort has spanned the entire eight years of existence and has been shared as a nationwide concern for regional SEIMCs. However, the approach to gathering data has varied over the years. Initially and until 1971, teacher groups were the main source of evaluation information, which was based on their experience with individual materials in the classroom (for examples, see Table 10). The NWSEIMC facilitated this activity by providing instructional materials from the collection, evaluation instruments and guidelines, and a means to disseminate the findings.

A number of activities were related to convening teacher groups, researching ideas connected with evaluation procedures and information, and housing the data effectively. These include dissertations by Larry Englson* and Boris Bogatz,* a series of in-service classes offered through the Division of Continuing Education in Oregon and through colleges in Washington, and other contacts with teacher groups in the Northwest Region such as workshops and conferences. They also include in-house efforts to bring together other evaluation findings in order to create and revise forms and checklists to provide more useful and accurate information. Until 1970, teacher-provided data on materials was typed onto an accession sheet for the individual materials. After a number of exposures, each material had several evaluation reports comparing several instances of the children it was used with and the teachers' reactions.

Another effort to gather information about materials usage was begun in 1971 as part of a larger evaluation effort. An evaluation form was developed and several copies were sent to each associate center. They were requested to include one form with each instructional material that was checked out. The forms were to be completed by the teachers and returned to the associate centers with the materials. Unfortunately, most teachers did not feel motivated to complete and return the forms so this effort was terminated.

The most recent effort to gather teacher information was similar. The form, referred to above, was shortened and put in card format (see figure 12). This was less cumbersome and required less teacher time to complete.

---

* *Bogatz, Boris Emanuel. An Investigation of Teacher Expectations of Instructional Materials. Unpublished Dissertation, University of Oregon, Eugene, Oregon, 1970.*

__________________. "An Investigation of Teacher Expectations of Instructional Materials." Exceptional Children. November 1971, pp. 233-236.

Engelson, Larry Gene, A Comparison of Evaluations of Special Education Instructional Materials Completed by Groups of Special Educators at Three Levels of Experience. Unpublished Dissertation, University of Oregon, University of Oregon, Eugene, Oregon, 1969.

TABLE 10

MATERIALS EVALUATION GROUPS IN OREGON

1968 - 1969 Academic Year

	Location	No. of Groups	No. of Teachers	Instructor
Fall - 1968	Springfield	1	7	Engelsen
	Oregon City	3	15	McLeod
	Coos Bay	4	20	Madsen
Winter - 1969	Glide	3	15	Sheperd
	Bandon	4	24	Madsen
Spring - 1969	Beaverton	2	12	Myers
	David Douglas	2	14	Marlin
	Myrtle Creek	2	14	Sheperd
	Bandon	4	24	Madsen
TOTALS		25	145	

Nine locations over a 3-quarter period representing approximately 30 materials per group are listed above. The teachers then saw, used, and evaluated, again approximately, 750 materials.

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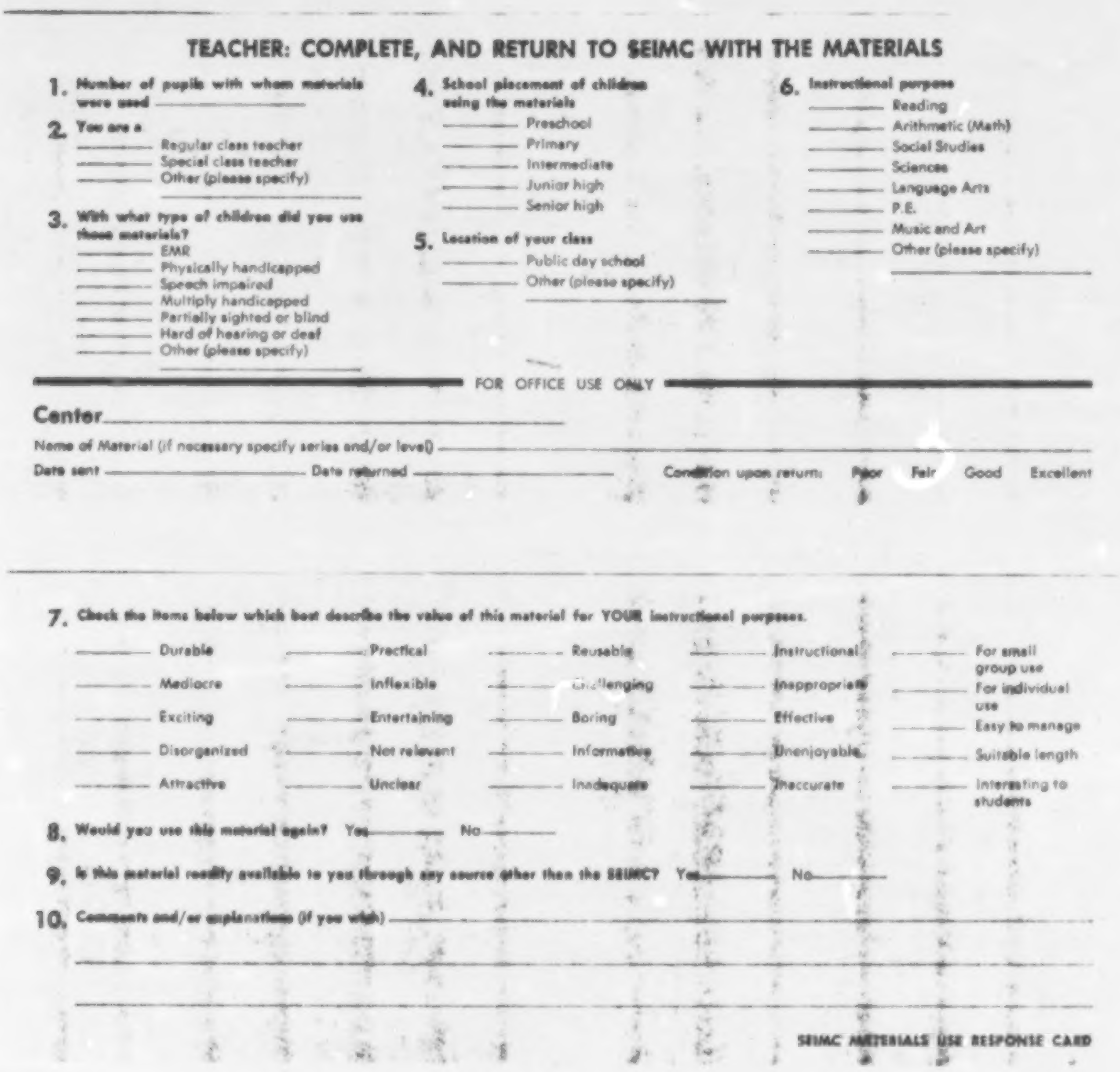

TEACHER: COMPLETE, AND RETURN TO SEIMC WITH THE MATERIALS

1. Number of pupils with whom materials were used ____

2. You are a

____ Regular class teacher
____ Special class teacher
____ Other (please specify)
____

3. With what type of children did you use these materials?

____ EMR
____ Physically handicapped
____ Speech impaired
____ Multiply handicapped
____ Partially sighted or blind
____ Hard of hearing or deaf
____ Other (please specify)
____

4. School placement of children using the materials

____ Preschool
____ Primary
____ Intermediate
____ Junior high
____ Senior high

5. Location of your class

____ Public day school
____ Other (please specify)
____

6. Instructional purpose

____ Reading
____ Arithmetic (Math)
____ Social Studies
____ Sciences
____ Language Arts
____ P.E.
____ Music and Art
____ Other (please specify)
____

FOR OFFICE USE ONLY

Center ____

Name of Material (if necessary specify series and/or level) ____

Date sent ____ Date returned ____ Condition upon return: Poor Fair Good Excellent

7. Check the items below which best describe the value of this material for YOUR instructional purposes.

____ Durable
____ Mediocre
____ Exciting
____ Disorganized
____ Attractive
____ Practical
____ Inflexible
____ Entertaining
____ Not relevant
____ Unclear
____ Reusable
____ Challenging
____ Boring
____ Informative
____ Inadequate
____ Instructional
____ Inappropriate
____ Effective
____ Unenjoyable
____ Inaccurate
____ For small group use
____ For individual use
____ Easy to manage
____ Suitable length
____ Interesting to students

8. Would you use this material again? Yes ____ No ____

9. Is this material readily available to you through any source other than the SEIMC? Yes ____ No ____

10. Comments and/or explanations (if you wish) ____

____

____

SEIMC MATERIALS USE RESPONSE CARD

Figure 12. Special education materials use response card.

The following summarizes the first year's results of these efforts:

Materials Use Response Cards: First Year Report

For the last year, the NWSEIMC efforts to evaluate materials have been directed toward evaluating teachers' responses to the materials they have used. To do this, an instrument entitled "Materials Use Response Card" was employed. These cards, after extensive field testing, were sent to ASEIMCs to be included with materials that were checked out by center patrons. Responses are summarized on Tables 11 and 12. (Summary data are available by state and by individual ASEIMCs upon request.) Regarding the results of this initial region-wide effort, the following comments appear to be in order:

1. Several centers should never have been included in the study since they were not fully operational and teachers were not receiving materials on loan. Including them in the study as having received cards but returning none (or few) tended to distort the data.

2. All summary data should have been calculated on the basis of the number of cards returned by teachers compared to the number of cards given to teachers, not on the basis of number of cards returned by teachers compared to the number of cards sent to the center. The number of cards sent to the centers was arbitrarily derived and did not reflect an accurate picture of the circulation volume of the centers. This provided a poor baseline for determining a return rate.

3. Subsequent data gathering procedures need to be modified to insure a more thourough coverage of user reaction by center. This may require the involvement of fewer centers at a time, but the results would be of more value locally and more than adequate for regional purposes.

4. User reactions are overwhelmingly positive. This reflects at least two things: 1) there are 'good" materials available for teachers to use, and 2) teachers tend to be selective and choose only those materials they believe will serve them best.

5. Few materials reflect a high frequency of use. A quick analysis of approximately 300 cards returned revealed that about one-third of the cards contained no mention of the materials to which they were related. Of the remaining two-thirds, there were 119 titles of which 75 were used (checked out) more than one time. Of these 75, only 5 had repeated usage (checked out 4 or more times during the year). These were:

Distar	31 Checkouts
SRA	9 Checkouts
Sullivan	8 Checkouts
Frostig	5 Checkouts
PLDK	4 Checkouts

It should be noted that each of these could be further subdivided by title, level, etc., but there was not enough information to know for certain what subdivisions were involved.

6. Regular education teachers were surprisingly heavy users of ASEIMC materials.

7. Reading and language arts materials are the most in demand.

8. As judged by item 10 on Table 12, the ASEIMCs are valuable sources of support services.

The search for existing banks of data on the use of materials has involved the cooperation of many projects. The most recent was on SEIMC/RMC Network task force on evaluation, which results are accessible in the Best Practices document produced by the task force.

Information Systems

It was an on-going activity to search out such information systems as the Educational Modulation Center in Olathe, Kansas (PMRS), the Computer Based Resource Units developed by the SEIMC in New York state, System FORE from Los Angeles City Schools, CEC Information Center, Therapeautic Recreation Information Center, Retrieval System for the Deaf-Blind and Visually Handicapped at Michigan State IMC, the ISAARE system for Adaptive Equipment from California, and other systems. It was also on-going to facilitate the use of these systems in the Northwest Regoin. Three of the systems deserve further mention because of their importance and prominence in NWSEIMC activities: PMRS, CBRU, and System FORE.

System FORE

Discussing System FORE allows the view of a system with assessment, programing, materials selection and information and classroom management related to use of the system. Although actual use of the system has ignored the materials information gathering component for now, the potential exists. Training took place in 1973-74. Implementation occurred in four ASEIMCs and at least four classrooms. The system was adopted to facilitate not only materials information gathering, but also use of materials and ASEIMC relationships to classrooms, teachers, and children. The PMRS was used for many of the same purposes--except the PMRS had a formal recording of information on sheets which were useful as documents. These purposes were to encourage a diagnostic/prescriptive approach to teaching (task analysis in 1974 terms) and the description of materials organized in a way that allowed the matching of individual child needs and capabilities in specific instructional materials. System FORE includes an assessment instrument (inventories), sequences, materials lists, and environment tips. Since publication and selling through Select-Ed, the PMRS has added inventories (Basic Educational Skills Inventory) and additional training to integrate the system of basic retrieval and materials information into a more complete instructional system.

System FORE training was announced and piloted in 1973-74 with additional requests for training and information in 1974-75.

TABLE 11

Materials Use Response Card Survey - 1973-74-

	Sample #1			Sample #2			Totals		
Center	# cards sent	# cards returned	% cards returned	# cards send	# cards returned	% cards returned	# cards sent	# cards returned	% cards returned
IDAHO	300	39		300	6		600	45	7.5% **
Pocatello	100	19	19%	100	0	0%	200	19	9.5%
Boise	100	0	0%	100	6	6%	200	6	3.0%
Moscow	100	20	20%	100	0	0%	200	20	10.0% *
OREGON	800	190		800	129		1600	319	19.9% **
Ore. Sch. Deaf	100	18	18%	100	0	0%	200	18	9.0%
Hillsboro	100	61	61%	100	47	47%	200	108	54.0% *
Pendleton	100	17	17%	100	14	14%	200	31	15.5% *
West Linn	100	36	36%	100	9	9%	200	45	22.5% *
Burns	100	9	9%	100	32	32%	200	41	20.5% *
Lane	100	49	49%	100	27	27%	200	76	38.0% *
Bend	100	0	0%	100	0	0%	200	0	0.0%
LaGrande	100	0	0%	100	0	0%	200	0	0.0%
WASHINGTON	300	35		300	58		600	93	15.5% **
Central	100	7	7%	100	0	0%	200	7	3.5%
Eastern	100	28	28%	100	55	55%	200	83	41.5% *
Western	100	0	0%	100	3	3%	200	3	1.5%
ALASKA	300	33		300	42		600	75	12.5% **
Juneau	100	24	24%	100	0	0%	200	24	12.0% *
Fairbanks	100	9	9%	100	0	0%	200	9	4.5% *
Anchorage	100	0	0%	100	42	42%	200	42	21.0% *
TOTALS	1700	297	17.5%	1700	235	13.8%	3400	532	15.6%

* = Center data tabulated and available separately

** = Data tabulated and available by state

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TABLE 12

SUMMARY OF DATA FROM THE MATERIALS USE RESPONSE CARD SURVEY
1973-74

Center: Region Summary	Number	Percent
1. Cards returned (of 3400 sent)	532	15.6
2. Average number of students with whom materials used (Excluding zero and no-response)	20.3	
3. Kinds of teachers receiving services		
Regular class 148 7 12 4	171	36.6
Special class 69 18 37 18	142	30.4
Speech therapist or pathologist 8 1 3	12	2.6
Librarian 1 2 2	5	1.1
College student or student teacher 8 3 52	63	13.5
Home teacher 3	3	0.6
Teachers aide 30 7 3	40	8.6
Parent 2	2	0.4
Headstart		
Other 2	2	0.4
Counsellor 7	7	1.5
Reading teacher 5	5	1.1
Administrator 4 2	6	1.3
Title 1 9	9	1.9
4. Types of children using materials		
EMR 16 16 6 13	51	11.2
Physically handicapped 3 5 3	11	2.4
Speech Impaired 12 4 2 4	22	4.8
Multiple handicapped 7 6 6	19	4.2
Blind or partially sighted 2 1 1 2	6	1.3
Deaf or hard of hearing 37 1 7 4	49	10.8
Regular 99 3 17 21	140	30.8
Learning Disabled or ELP 8 4 17	29	6.4
TMR 10 1 1	12	2.6

		Number	Percent
Remedial or slow learner	30 6 11 2	49	10.8
Non-English speaking, or language problem	6 1	7	1.5
Behavior disorder or emotionally disturbed	6 1	7	1.5
Teachers	1	1	0.2
College student	2 17	19	4.2
Homebound	2	2	0.4
Non-motivated			
Title One	29	29	6.4
Other	2	2	0.4
5. School placement of children using materials			
Preschool	17 6 3 5	31	6.0
Primary	127 22 42 24	215	41.5
Intermediate	87 11 28 24	150	29.0
Junior High	48 3 6 8	65	12.5
Senior High	36 1 1 6	44	8.5
University	2 11	13	2.5
6. Location of the class			
Public day school	173 28 51 39	291	71.1
Residential school	44 1	45	11.0
Private school	24	24	5.9
College	4 13	17	4.2
Headstart	1	1	0.2
Home	1 6	7	1.7
Other	7 8 6 3	24	5.9
7. Instructional purpose			
Reading	114 18 23 28	183	31.5
Arithmetic	40 11 17 3	71	12.2

	Number	Percent
Social studies 62 6 3 17	88	15.1
Science 19 3 4 1	27	4.6
Language arts 77 7 16 28	128	22.0
Physical education 4 3 2	9	1.5
Music and art 13 4	17	2.9
Speech 4	4	0.7
Perceptual-motor training 3 1 3 1	8	1.4
Behavior control, social skills, counselling 13	13	2.2
Activities for daily living, self-help 6 1 3	10	1.7
Pre-vocational or vocational education 2 2	4	0.7
Teacher training or information 1 1 1	3	0.5
Parent training 1	1	0.2
Other 5 1 5 2	13	2.2
Readiness 1	1	0.2
Testing 1	1	0.2
8. Characteristics of materials		
Positive: Total Percent: 95.3		
Durable 80 19 22 23	144	8.9
Exciting 52 8 13 14	87	5.4
Attractive 95 13 16 19	143	8.8
Practical 141 17 23 29	210	13.0
Entertaining 64 11 15 18	108	6.7
Reusable 108 18 32 27	185	11.4
Challenging 62 8 7 11	88	5.4
Informative 104 18 20 28	170	10.5
Instructional 140 21 31 37	229	14.1
Effective 112 15 27 25	179	11.1

	Number	Percent
Negative: Total Percent: 4.7		
Mediocre 6 5 4 3	18	1.1
Disorganized 1 1	2	0.1
Inflexible 2 1	3	0.2
Not relevant 7	7	0.4
Unclear 2 2 2	6	0.4
Boring 5 1 3	9	0.6
Inadequate 7 1 3	11	0.7
Inappropriate 5 3 4	12	0.7
Unenjoyable 2 1 1	4	0.2
Inaccurate 2 2	4	0.2
Other characteristics:		
For small group use 102 23 25 21	171	
For individual use 96 15 27 22	160	
Easy to manage 82 12 23 16	133	
Suitable length 73 8 22 9	112	
Interesting to students 121 21 25 25	192	
9. Response to "Would you use material again?"		
Yes 194 38 36 53	321	92.0
No 21 2 5 0	28	8.0
10. Response to "Is material readily available from any other source?"		
Yes 30 5 3 11	49	15.0
No 170 34 37 36	277	85.0

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Computer Based Resource Units

Computer Based Resource Units (CBRU) is a system devised, completed, and used in New York State by teachers and the SEIMC there. For about a year, the NWSEIMC service region obtained access to the computer tapes in Buffalo and encouraged use of a system which promised the matching of pupil characteristics to pupil activities and instructional materials as selected by a computer from forms submitted by the teacher, on one hand, with child and setting characteristics, with a bank of objectives and materials selected from available resources in New York. Although need and awareness had created an interest, the CBRU program needed a translation to the Northwest Region. Negotiations among NYSEIMC people, NWSEIMC people, and Clover Park School District people from Lakewood Center, Washington, initiated the buying of tapes for a NW computer setup by the NWSEIMC and a smoothing out of problems for local consumers effort. Information about the CBRUs and how to use them consumed many person days between 1971 and 1973. Unfortunately, for assorted reasons, the CBRU system has proven only partially useful for the region. The system is composed of encoded materials and activities targeted for specific children with problems in mind. It seems that materials in the system are not readily available to teachers in certain sections of the region, especially in the remote rural areas.

Prescriptive Materials Retrieval System

The final system, the Prescriptive Materials Retrieval System (PMRS) has had paramount importance in the shared information needs of the NW Region by nature of content, design, and days expended in using the system. It was originally incorporated as a pilot effort to supply ASEIMCs with materials storage and retrieval at one time, as well as to teach the prescriptive retrieval process and make available some analysis information on specific instructional materials. It was introduced early in 1970 by buying the first version of the system, including Keydex manual computer, Descriptive Analysis Sheets describing materials, the thesaurus of educational description on pinpoints, a publisher list and the training activities which accompanied the system as demonstrated by the center Information Specialist. Although the cost for the system was high and the cost of obtaining a basic list of materials was high, centers in Hawaii, Idaho, Alaska, and some in Oregon, picked up the system. Other ASEIMCs requested training in the system and looked for ways to obtain it for their local situations.

The underlying concept of the system was sound. Materials could be analyzed and described in a way that would help centers prescribe more nearly accurate materials to meet consumer needs. One teacher could supply the information about a student and the center could translate that into the card/keydex system and come up with several possible materials addressing the proper objective and allowing for pupil preferences, strengths, and weakness.

Descriptions of the system and how to use it were distributed via print media packages developed at Oregon or obtained from Kansas, and workshop formats developed either by the NWSEIMC or the staff of the Select-Ed company who commercially packaged the system after it was developed at the EMC under federal funds.

A number of library management activities were related to the PMRS in providing a functional setting at the NWSEIMC where practical information could be obtained about installation of the system--including coding of materials, trying materials already coded from publishers who disappeared occasionally and had to be traced, marking a collection or the PMRS lists to cross catalog two shelving systems, etc. This use of information seemed valuable in helping centers iron out problems in housing the system.

One large problem was identified which seemed to make the difference whether the system would be successful in a given center. That problem was training teachers to use the system both in requesting assistance and actually working through it to obtain material titles.

Even though the PMRS has added inventories to assist teachers in selecting descriptors, has coded more current materials in, and has developed training packages, interest in the system in the northwest had dropped. Costs, problems, and inconvenience have seemed to turn interest to simpler systems like FORE.

In addition to the materials information systems, the SEIMC has provided assistance in other information systems via the following activities:

ERIC

ERIC searches were provided from the Lockheed computer in San Francisco. Patrons worked with the Information Specialist to structure the search with descriptors, and the search was then called or mailed in to Lockheed. Patrons included both pre-service and in-service people in special education.

A set of ERIC microfiche packages were obtained. Complete packages of fiche from 1966-1970 from CEC, Teacher Education, Media and Educational Technology, Early Childhood, and Reading Clearinghouse were bought and housed for manual searches at the SEIMC. In addition, subscriptions for *Research in Education*, *Exceptional Child Education Abstracts*, and *Mental Retardation Abstracts* were housed at the center.

Assistance, training, and "how-to-use" brochures were supplied to requestors and to ASEIMC personnel for using information systems.

Recently all search activities were referred to one of the ERIC clearinghouses, which in most cases, was the Council for Exceptional Children Information Center in Arlington, Virginia.

Dissemination

The third area, dissemination, initiated a variety of activities based on the concept of providing useful pieces of information to target audiences who could use that information to promote better education for handicapped children. As the focus on research changed at the center, types of dissemination strategies changed. One effort has been a constantly growing activity for the duration of the grant.

In the original proposal, a newsletter was described which would be published and mailed to a list of patrons (mailing list which grew to 7,000 circulation in the eight years), and which would supply information as reflected by the stated needs of the patrons (see Figure 13). Developments in the newsletter included a more sophisticated attention to format, improvements in graphics and photographs, and a change in content from gossip and news to practical feature articles from ASEIMCs, media reviews, and sources of free or inexpensive materials and/or information. The NWSEIMC's publication also seemed useful to state departments of special education and ASEIMCs who distributed the newsletter in 1973-74 for the first time. Prior to that the NWSEIMC had mailed directly to patrons.

The SEIMC newsletter was published bimonthly and grew to about eight pages of information. Editing for the past four years has been done by part-time graduate students from the journalism department, who were more able to seek out stories from the field. Additional information was contributed by the SEIMC staff such as materials specialists and others whose research or activities provided new materials or good ideas.

To make the Newsletter as useful as possible to the patrons, an extensive survey of reader reactions was conducted. Figures 14 and 15 illustrate the results of the survey. The summary of the survey, as appeared in a subsequent Newsletter, is included below. The data derived from the survey were used to both improve the Newsletter and to make it more relevant to the readers.

Who Reads the Newsletter?

> Remember last spring when we sent out that square-shaped questionnaire which asked what you liked and disliked in the Newsletter? Well, the responses from over 1100 of you have come in so far (thank you!), and they have been coded and cranked through the computer. Some of the results follow.
>
> Of the 5300 questionnaires mailed out, 1122 have been returned so far--a response rate of nearly 21%. (The average response on mailed questionnaires of this type ranges between 20-25%.) The occupations/positions of these respondents is indicated in the following graph.... Slightly over 50% of the readers are regular and special education teachers. A little over 18% are school administrators, and 21% of the readers are in a miscellaneous category which includes psychologists, speech therapists, social workers, educational consultants, and others.
>
> The heart of the questionnaire--for us and probably for you--was the section on items found valuable in the Newsletter. The most frequently checked items were "teacher innovations" and information on new classroom materials." "Listing of inexpensive materials" placed a close third with 70% of the readers checking it. The other items are indicated on the accompanying graph.
>
> Another thing that concerned us was the value of the page of Associate Center addresses. Some 67% of you said you refer to the address listing occasionally; 10% refer to it every issue. As to how often the listing should be printed in the Newsletter, 23% of you recommended every issue

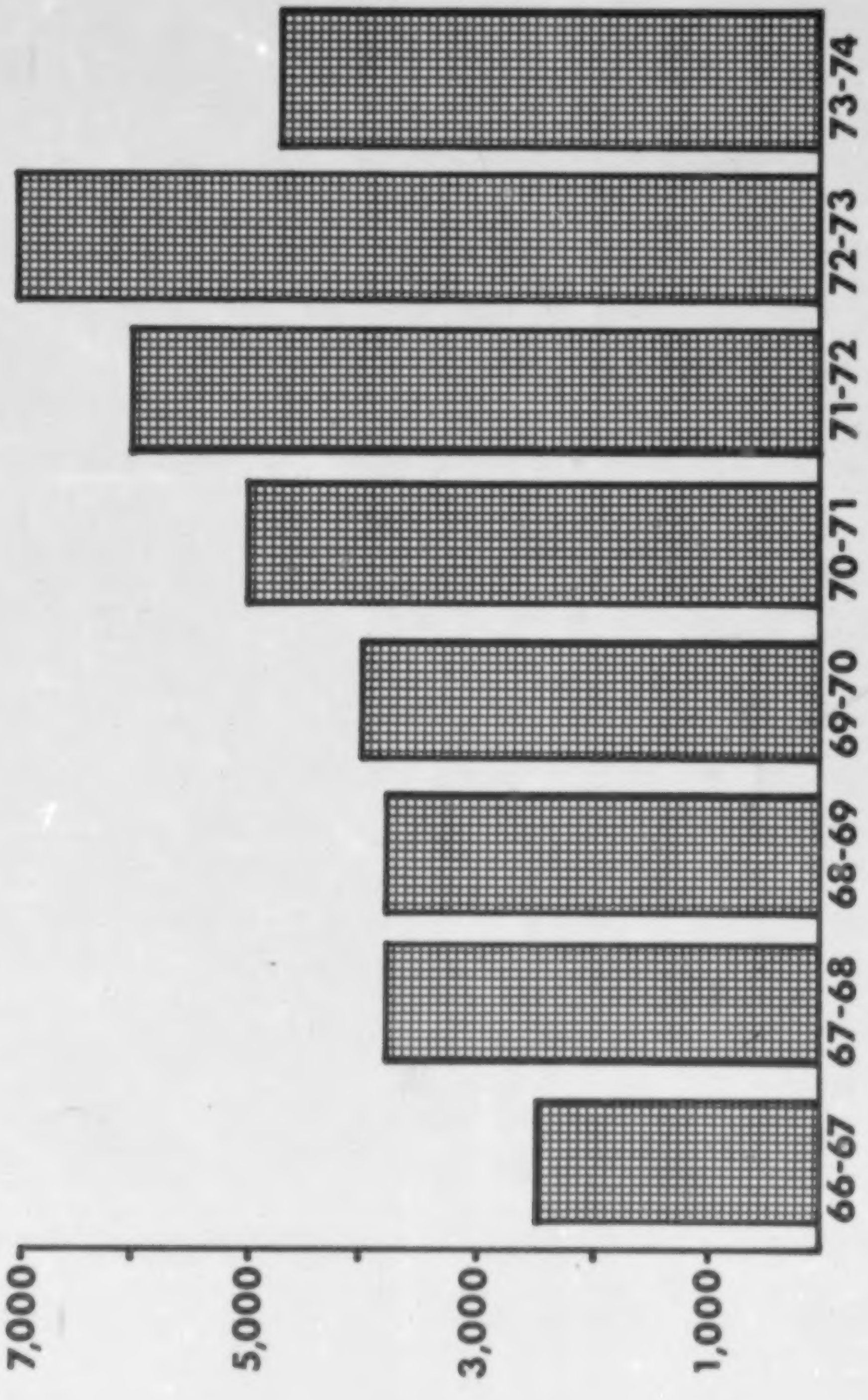


Fig. 13. Newsletter mailing list totals by year.

Fig. 14. Useful Newsletter information.

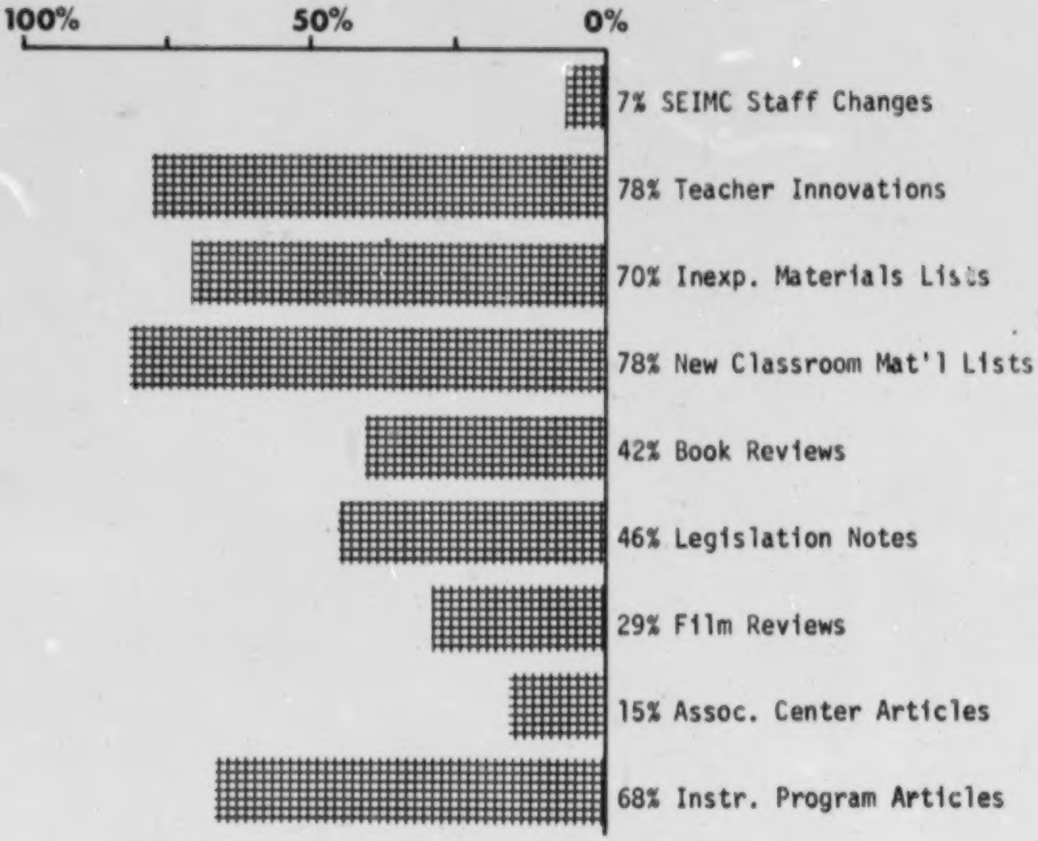
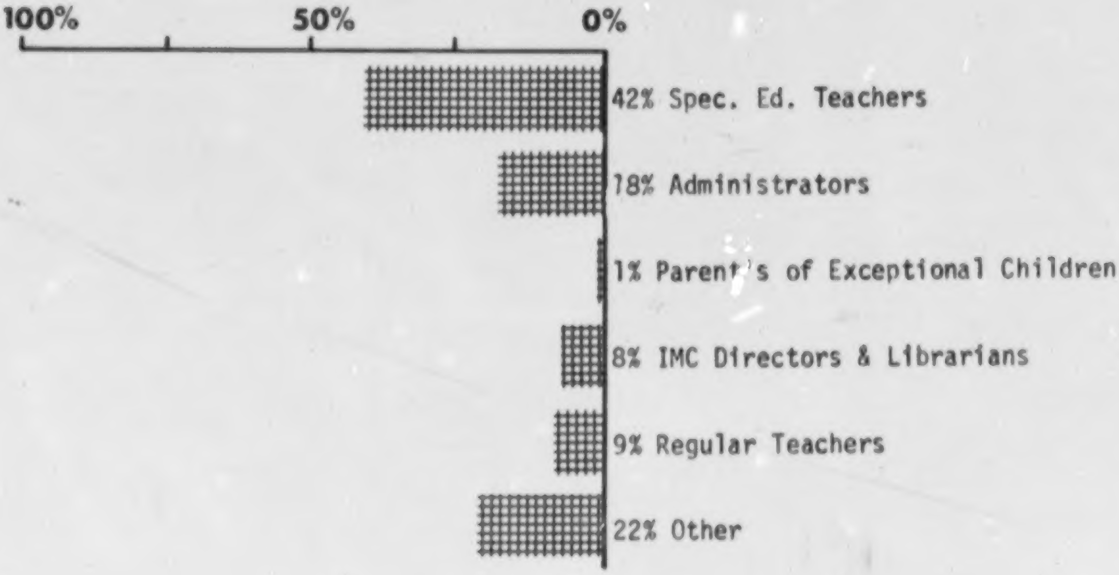


Fig. 15. Readers' occupations (Newsletter readers).



(which has been the policy in the past); 60% indicated printing it once or twice per year was sufficient; 2% recommended removing it; and 15% had no opinion. On the basis of this response we'll continue to print it, but not as often--probably every other issue.

One final item worth mentioning is the pass-on readership of the Newsletter. Over 37% said one to two additional people see the Newsletter; 25% said three to four see it; and 12% indicated over seven other people see the Newsletter. Such a pass-on percentage is pleasingly high; we're glad the Newsletter is being circulated.

Initially, preparing and disseminating research reports were activities conducted at the center. Again, the intent was to provide useful research-based information to the field. When the focus shifted from research in 1970, this activity was dropped.

The Torch

A parallel activity was the publication of The Torch, a professional journal-like organ which contained articles prepared by the special education faculty at the University of Oregon and others. After two issues, the activity was judged inappropriate and dropped.

A wide variety of informally printed publications for specific purposes has consumed attention over the years as requests continued to come from patrons for bibliographies of materials, select lists of materials, reprints of articles, publications relating to materials use or training in materials, and teacher suggestions. Sources for these fugitive items were NWSEIMC staff, graduate students, professional staff from the University of Oregon, other Regional SEIMC staff members and national organizations such as CEC. The item was received, duplicated by mimeograph or quick copy, announced in the Newsletter or Newspack, and mailed out on request or distributed at training sessions or workshops. A listing is included in the Appendix.

Newspack

An activity begun in 1970 was the publication of the monthly Newspack, a printed organ with enclosures to be sent to ASEIMC directors and Methods and Materials Specialists and Directors of Special Education. A need was recognized for a different kind of information from the contents of the Newsletter, but on a regular publication schedule. Thus the monthly Newspack contained articles for the following purposes: announcements of meetings, materials, procedures, information, and ideas to assist the network in serving the general target audience of educators. The enclosures included publications, reprints, brochures, or whatever seemed of interest to the directors.

An evaluation of the Newspack yielded the information found in Table 13. Following is a summary of the findings, including suggestions for its improvement.

TABLE 13

NEWSPACK EVALUATION

A.

1) Time: October, 1973
2) Method: Telephone Interview Survey
3) Sample: Random selection of those people on the mailing list (data on Pacific excluded).
4) Number of people on the mailing list - 51
5) Number of people interviewed - 30
6) Percent - 59%
7) Sample by state:

Oregon	Number on list-	27
	Number interviewed-	17
Washington	Number on list-	11
	Number interviewed-	7
Idaho	Number on list-	7
	Number interviewed-	3
Alaska	Number on list-	7
	Number interviewed-	3

B. Results

		Number	Percent
1) Those receiving Newspack -		30	100%
2) Those reading Newspack -			
	Regularly	23	82%
	Sometimes	5	18%
	Never	0	
3) Rating of the following components of the Newspack			
a) Film Reviews -			
	Very Useful	10	35%
	Somewhat Useful	14	48%
	Not Useful	1	3%
	Not Applicable	4	14%
b) Book Reviews -			
	Very Useful	16	59%
	Somewhat Useful	12	41%
	Not useful	0	0
	Not Applicable	0	0

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		Number	Percent
c) Product and Material Review -			
	Very Useful	21	75%
	Somewhat Useful	7	25%
	Not Useful	0	0
	Not Applicable	0	0
d) Notices of Free and Inexpensive Materials-			
	Very Useful	18	64%
	Somewhat Useful	7	25%
	Not Useful	2	7%
	Not Applicable	1	4%
E) Notices of Meetings, Conventions and Schedules-			
	Very Useful	17	61%
	Somewhat Useful	9	32%
	Not Useful	1	4%
	Not Applicable	1	4%
4) Value of Printing NWSEIMC Staff In-Office Schedule-			
	Very	13	50%
	Somewhat	9	35%
	Not at All	4	15%
5) Interest in Knowing NWSEIMC Travel Schedule-			
	Yes	3	12%
	No	22	88%
6) Usefulness of Enclosures-			
	Very	17	61%
	Somewhat	10	36%
	Not at All	1	4%
7) Should the Newspack Provide More Material Reviews Designed to Help Improve ASEIMC Public Relations?			
	Yes	20	74%
	No	7	26%
8) Should the Newspack Provide More Abstracts of New Materials?			
	Yes	28	97%
	No	1	3%
9) Should the Abstracts be Lengthier?			
	Yes	6	21%
	No	22	79%
10) Usefulness of Information about Materials Designed to Encourage Cultural Diversity-			
	Very	7	24%
	Somewhat	11	38%
	Not Very	5	17%
	Not Applicable	6	21%
11) More Information about Retrieval Systems?			
	Yes	23	82%
	No	5	18%

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		Number	Percent
12) Taken as a Whole, is the Newspack Useful to You?			
	Very	20	69%
	Moderately	3	10%
	Not at All	6	21%
13) Taken as a Whole, How Would You Rate the Newspack?			
	Excellent	16	55%
	Good	13	45%
	Fair	0	0
	Poor	0	0
14) Should the Newspack be in Next Year's Budget?			
	Yes	29	100%
	No	0	0
15) If Yes to #14, Should the Newspack Budget for Next Year Be-			
	Increased	12	67%
	Decreased	0	0
	Left the Same	6	33%

16) Suggestions for Improving Newspack's Usefulness-

- Include staff recommendations on materials reviewed.
- Provide information on what other ASEIMCs are doing. (2 requests)
- Include infor/materials on ASEIMC operations i.e., packaging, filing, circulation, etc.
- Include information on periodicals, professional journals evaluation.
- More information on lower handicap areas, deaf etc. (2 requests)
- Include prices on materials abstracted.
- Announce new and free materials.
- Circulate more frequently.
- More on Materials Review.
- Describe nationwide activities.
- Describe techniques.
- More copies (4 statements of request)

Results of Evaluation

Ninety-seven percent of those who should be receiving the Newspack were. (We hope we have cleared up the mailing problem for the other 3%). Eighty-five percent of those interviewed said they read the Newspack regularly, and 15% read it sometimes.

The response to film reviews was mixed. Thirty-eight percent found them very useful, 44% found them somewhat useful, 6% found them not useful, and 12% thought the reviews were not applicable to them. We'll continue to run film reviews, but not every issue.

Sixty percent found book reviews very useful, and 39% found them somewhat useful. We'll try to have more of them. We had almost the same breakdown on product and material reviews. Seventy-five percent found them very useful, and 25% thought they were somewhat useful.

Notices of free and inexpensive materials were also popular. Sixty-four percent thought they were very useful, 20% thought somewhat useful, 6% thought not useful, and 9% thought not applicable.

Fifty-four percent found notices of meetings, conventions and schedules to be very useful, 34% somewhat useful, 2% not useful, and 2% not applicable.

Most of you liked the NWSEIMC in-office schedule we now run (87% found it very or somewhat useful), and most of you were not interested in knowing where the NWSEIMC staff are when they're out of their offices.

Ninety-seven percent found the enclosures that come with the Newspack to be very or somewhat useful, and 78% were interested in more material reviews designed to improve the public relations function of the associate centers.

Ninety-seven percent also thought that the Newspack should provide more abstracts of new materials, but only 27% wanted these abstracts to be lengthier.

Probably the most mixed response was to the item that asked if information about materials designed to encourage cultural diversity was useful. Thirty percent thought such information very useful, 35% thought it was somewhat useful, 18% thought it was not very useful, and 18% thought such information was not applicable to them. Since the Bureau of Education for the Handicapped guidelines specifically encourage us to provide more information on this subject, and since 65% of you seem at least somewhat interested, we will continue to run items about this subject.

Eighty-seven percent thought the Newspack should have more information about retrieval systems, and we'll try to do this. (The November/December Newsletter features a long article on retrieval systems.)

Seventy percent thought that the Newspack as a whole is very useful, 12% thought it is moderately useful, and 12% thought it isn't useful at all. We would greatly appreciate it if anyone who finds the Newspack not useful could write in and suggest ways that we could alter this publication to better suit his or her needs.

When asked for a simple, straight review of the Newspack's quality, 53% thought it was excellent and 47% thought it was good. One hundred percent thought it should be included in next year's budget, with 50% of those responding feeling that the budget should be increased, 18% feeling that the budget should be left the same, and 32% having no answer.

Suggestions for improving the Newspack's usefulness included the following:

--Include staff recommendations on materials reviewed. (All materials mentioned in the Newspack are either suggested or approved by Wayne Lance, Julie Martineau, Larry Carlson, or Bill Pellant.)

--Provide information on what other ASEIMCs are doing. (Very good suggestion, and we're going to try to do that with "From the Field." Also, each Newsletter contains a feature story on an associate center.)

--Include information on periodicals, professional journals and evaluations. (Unfortunately, this is not in our workscope. CEC Information Center handles any requests you might have along these lines.)

--More information on specific handicap areas. (We'll try to do this.)

--Include prices and addresses on materials abstracted. (We try to do this now, and will make a more vigorous effort to do so in the future.)

--Circulate more frequently. (We'd like to, but right now we don't have the money.)

--Provide more copies of the Newspack to each center. (Anyone who wants to receive more than one copy can write to Regina O'Neil and she'll put you down for two.)

Thank you all very much for the time you took to participate in this review. On the whole, the results were most encouraging for us.

Other dissemination activities included mediated packages of information, a "current awareness" package, a catalogue of NWSEIMC materials, brochures, and the regular answering of requests from patrons who visited, called, or wrote.

Mediated Packages

Mediated Packages were prepared to explain the center and its services and to acquaint users with information systems. The former was a slide/tape presentation which could be updated regularly as the center changed. It was used at conferences, workshops and meetings throughout the NW region to facilitate

use of the center through understanding. The latter packages (Five Information Systems and Selected Retrieval and Information Systems) were used as training packages. The development is discussed under Total Information Packages, chapter III.

Current Awareness Package

On request from the ASEIMCs, the NWSEIMC circulated a "Current Awareness Package" (CAP) on a rotating schedule to associate centers. The package consisted of new or interesting material, publisher information, and a statement about the material prepared by the NWSEIMC materials specialist or other non-commercial reviewer. The package was mailed from the regional center and sent to five ASEIMCs on a round robin basis. Addresses, postage, and mailing instructions were enclosed. This strategy was designed to provide quicker circulation by alleviating the "return to center" time. Outside of circulation problems, the CAP proved to be a popular activity in providing hands-on contact with new materials on an unsolicited basis.

Brochures, Displays, Posters

The need to create a recognizable image and encourage awareness and use of the center was addressed with the preparation of displays, posters, and brochures. These were used at conferences, workshops, and meetings as a graphic aid to explaining what the NWSEIMC was, how it worked, and how patrons could use the services.

A similar service was extended to the states and their ASEIMCs. Costs, technical assistance in layout and design, and printing of brochures were accepted by Alaska, Idaho, Washington, Oregon, Trust Territories, and American Samoa, to publicize local services available through the ASEIMC Network of each state.

On Request

An on-going dissemination activity is the personal response to requests from the field on such questions as publishers, materials, information sources, human resources, exemplary programs, information and materials management, and other special education related areas.

Another publication of the NWSEIMC was a series of catalogs of instructional materials in the library. The first was printed in 1969 and sent out to associate centers and mailing list patrons. It included child-use instructional materials and curriculum guides. The materials were listed in alphabetical order and accompanied by a subject heading index. The annotation included publisher, author, copyright, format, and approximate grade level--elementary, junior high, or secondary. In some instances more information was available. A publisher list with addresses concluded the catalog. The use of library materials increased upon publication of the catalog. In addition, the contents were used as a source for choosing instructional materials to stock the associate centers. Acquisitions soon made the catalog obsolete, as did the change-over in cataloguing that occured in 1970-72. As the directive to the center no longer focused on the direct loan of materials to the field, no plans were made for a new catalog until 1972 when the materials were computerized in the Oregon Total Information system and then printed into the updated catalog. Interim efforts to make up for the lack of a catalog included a list of tests, a list of instructional films for children, an annotated list of professional films, and several bibliographies and select lists of instructional materials. Once again, as the new catalog--executed by the Coordinator of Library Services for the NWSEIMC--reached teachers, the use of instructional materials increased. Annotations of the new catalog included much the same information as before, except the addition of more descriptive information through the cataloguing system, and a more descriptive blurb with each material.

In summary then, the experience of the funding period provided a funnel which narrowed information dissemination practices to the point where in 1974 the organs for sending information to the field included the Newsletter, Newspack, CAP package, mediated packages (TIPs), and an available supply of fugitive documents available on request.

Training in information use was discussed in chapter III to cover the efforts of the center in building patron skills in finding and utilizing information services and systems.

Conclusions

The following conclusions may be drawn from the history of information dissemination in the Northwest Region over the past eight years.

Evaluation Activities

1. Based on both experience and a dissertation study, teachers seem to prefer materials evaluations done by fellow teachers in the field.

2. Although teacher evaluations are preferred, they are more difficult to obtain without the assistance of motivators such as Division of Continuing Education classes, workshops, special institutes, payment, or strict enforcement of a policy that requires teachers to record their reaction each time they check out an instructional material from an ASEIMC.

3. Consumers of the Newsletter and the Newspack prefer a large proportion of space spent on materials reviews and summaries, including a recommendation from the NWSEIMC or other expert. However, another dissertation study warned that such recommendations may be counterproductive. Therefore, a disclaimer was used to remind consumers of the NWSEIMC intent in writing about materials: "References to texts, techniques, devices or equipment in the SEIMC Newsletter do not indicate endorsement of the particular items, but are a means of disseminating discriminative information about new materials, trends and recent developments." *SEIMC Newsletter. February, 1970.*

4. A need exists for the systematic collection of instructional materials use data from practitioners in special education and a system for dissemination of that information.

Dissemination Activities

5. In order for the SEIMC (and perhaps any service organization) to provide effective services, the organization should inform patrons of potential offerings by concrete, tangible, hole-in-the-hand materials.

Recommendations

This section is broken into the three original categories addressed in the Procedures and Activities section: Needs Assessment, Gathering Information, and Dissemination of Information. This categorization is a recommendation in itself, in that the inclusion of those three activities are a vital part in creating a useful information service. Once what is needed, who needs it, and how that

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would be useful are determined, the tasks of gathering information resources can be focused to address that need and the dissemination strategies can be designed to best serve the audience in question.

Needs Assessment

Sophistication, receptivity, roles, responsibilities, and duties of the audience should be used to tailor information products and activities. Advertising has attended to these indicators with great success.

The actual information needs of the audience should be found to assure that publications and products have a higher probability of being used by the consumer. These needs should not only address content questions, but also format questions for ease and efficient consumption.

Monitoring of publication and activity impact can provide direction for change as needed.

By assessing the information systems and sources currently available to the audiences, duplication is avoided or those sources may be found useful to modify for better use.

Gathering Information

Many national retrieval and information sources are now operational and available to local populations. Information on them should be gathered and shared as possible. Cooperation with them may provide more data for their banks, as well as removing the necessity to invent a parallel system or resource.

Information resources usually exist within a locale or region which are useful to a wider range of individuals. A regional center can be helpful in gathering sufficient information about these resources to allow broader use when appropriate.

In gathering evaluation data on instructional materials usage, a strategy should be designed which can be accomplished with ease, brevity, and compatability. Structured situations with teachers have yielded the highest return of valuable information, i.e., in-service classes, summer institutes, and conferences. However, when the design includes a record system of information reporting, attention should be paid to the forms, the collection process, and the pay-off for teachers in order to insure accurate, complete recording.

When gathering information data and resources, attention should be focused on practical applications of new ideas and research. Existing systems and programs based on research and ideas seem to be easier to modify and adapt than re-invent.

Dissemination

In order to reach audiences effectively, the strategies to deliver information should match the level of practicality the audience expects. For instance, many ERIC searches are not used because articles are not available, microfiche readers are not available, teachers do not have time to sort through a mound of research for a practical idea, and personal contact often times makes a crucial difference in acceptance to change. Since training could be used to change this situation, that should be included in the strategies.

Dissemination organs should be designed with the consumer in mind. Is it easy to read, interesting, clear in expression and format, can wanted items be clipped and stored, etc.

Attention to user response information as demonstrated by changes in the publication was appreciated by the audience.

The entire service capability of a project can be enhanced by attention to public relations and image. Identifiable formats and clearly stated and demonstrated philosophy, are useful items to be passed on to local centers through training.

Successful dissemination of meaningful information in the field of instructional materials and media information has come through the use of a person as immediate transmitter to the classroom teacher. The Methods and Materials Specialist, a Dissemination Specialist, or some such person allows two-way exchange of needs and information sharing.

Of primary importance in establishing new information systems or programs in local areas, is the modification of the system to include local resources. Examples of this concept are problems encountered with CBRUs and the PMRS where standard resources used at the development site were not available locally and training was not effective to allow the new implementors to find available resources and plug them into the system. For that reason, should a regional center share new systems, an important task is to plan for the local absorption of their resources into the workings of the new system.

CHAPTER V

Materials Collection and Circulation

Problem and Needs

The rationale for establishing and maintaining a collection of specialized materials for use with the handicapped and training materials for teachers was included in the initial proposals and, in fact, a materials collection was established during the first few months of the center's operation. The collection originally provided materials directly to teachers, trainers, and others working with the handicapped, but as each state developed its own intra-state delivery system (see Chapter VI), the collection functioned as a back-up to the ASEIMCs. In this respect it was utilized in a prototypic sense, i.e., it served as a model for information retrieval systems, for demonstrating materials processing and circulation procudures, and as a source of materials for use in both pre- and in-service training.

The need for developing and maintaining a collection of materials for the handicapped was stated as follows:

> "As instructional materials for child-use and for the training of teachers are developed and evaluated, efficient systems to permit direct delivery of materials to handicapped children and their teachers must be operationalized. Delivery of services from afar has not proven to be efficient and therefore a network of Associate SEIMCs has been developed in the NWSEIMC service region. A need exists to support these intra-state delivery systems by continuing to develop and maintain a prototypical materials collection for lending to ASEIMCs and directly to teachers and others working with the handicapped in unserved areas."

Terminal Objective

By 1980 the NWSEIMC will have implemented a materials delivery system consistent with the national SEIMC/RMC delivery system so that materials will be readily available through ASEIMCs to 100% of handicapped children and their teachers in the region.

Procedures and Activities

The human-link between the material resources and the teacher of the handicapped child was considered to be a unique feature of the NWSEIMC delivery system. ASEIMCs were encouraged to staff their centers with Methods and Materials Specialists (M & Ms) whose major responsibility was direct assistance to the classroom teacher in the selection and utilization of materials. The cooperative relationships with Regional Resource Centers in Oregon and Utah resulted in a rapid acceleration in the staffing of ASEIMCs with competent staff members.

This human-linkage between the materials collection and the classroom teacher should not be overlooked in developing new systems of materials dissemination. In the opinion of the NWSEIMC staff, based upon extensive experience in eight states over a period of several years, collections of materials without professional help directly and readily available to **teachers** are of little value in and of themselves. Thus, this chapter should not be read in isolation from activities discussed in the preceeding three chapters and the following chapter on "Intra-State Delivery Systems."

This section on procedures and activities for the materials collection is subdivided as follows: Acquisition of Materials, Cataloging and Accessioning Procedures, Maintenance, and Circulation.

Acquisition of Materials

The Materials Specialists and other members of the staff regularly reviewed professional journals, information sources from publishers and other educational agencies, and prepared recommendations for materials to be acquired by the NWSEIMC library.

Requests for instructional materials were then forwarded to the library Coordinator for processing (see Figure 16). Date of order and purchase order numbers were noted on the request form. A State of Oregon Purchase Order was used to place orders under $1000 and a Contract Release Order was used for orders exceeding this figure. All orders under $40.00 were noted as "Not available on state contract." The appropriate forms were then routed for signatures to the Center Director, and thence via Center on Human Development channels to Educational Accounting for processing. The eighth, or yellow copy was returned to the library and kept in a binder in numberical order by requisition number.

Orders for memberships or for periodicals were placed through the University Library using an Interdepartmental Requisition form. Five copies were made, the fifth returning to be kept, as with a State Purchase Order.

When materials arrived, a notation was made of the date received on the purchase order copy. All notations as to routing or disposition were also included on this copy. Cancelled orders were marked "Void."

Orders for U.S. Government documents and publications were sent by letter or on Monthly Bulletin forms and were paid for with government coupons.

Unsolicited materials which arrived and were determined worth adding to the collection were acknowledged with a purchase order bearing the notation, "Please do not ship."

Cataloging and Accessioning Procedures

After materials were received from the publisher, they were sent immediately to the cataloger for accessioning and processing.

Accessioning referred to the process of assigning a unique six-digit number to each title in the collection. Along with a number, each material was provided with an accession sheet which was filed in accession number order. A sample

NORTHWEST REGIONAL
SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER
CLINICAL SERVICES BUILDING, UNIVERSITY OF OREGON
EUGENE, OREGON 97403

REQUEST FOR ACQUISITION OF MATERIALS

BOOK-TYPE MATERIALS:

Publisher name ____________________

Publisher address ____________________

____________________ Zip ________

Title ____________________

Author ____________________ Copyright date ________

No. of copies ________ Price ________ Series ____________

LC and/or SBN number (see reverse of title page)# ____________

NON-BOOK MATERIALS:

Publisher or Jobber ____________________

Publisher Jobber Address ____________________

____________________ Zip ________

Name of Material ____________________

Description (parts, edition, kit content) ____________________

____

____

No. of copies ________ Price ________

Materials will be used by? ____________________

For? ____________________

If possible, please attach the source of your information, Xeroxed or original. Please use this form for all requests in order--filled out as fully as possible to avoid delay and confusion.

Signature ____________________ Date ____________

Figure 16, Request for Acquisition of Materials accession sheet can be found in Figure 17. Numbers are assigned as follows:

003 ______ series for instructional materials for teachers and children
75 ________ series for professional books, 16mm films, and curriculum guides
900 _______ series for tests

Pamphlets and journals were not given accession numbers. They were stamped with the name and address of the library, and a record of receipt was kept on a card index file.

If the materials had been designated by the cataloger to be a duplicate of material already in the collection, the accession process changed slightly. Duplicates in the professional collections, films, and curriculum guides were always given a new (unique) accession number. Duplicate tests and instructional materials were given the original accession number with the addition of the line "copy 2" underneath the accession number. The arrival of a duplicate test or instructional materials was noted on the original accession sheet.

The accession process also included stamping the material itself with ownership and number stamps, as well as supplying the material with call number labels and a book pocket. In the case of a kit, the call number label was produced in triplicate, in order to permit shelving with call number visible from more than one side. The call number label information and book pocket information was taken from the scratch catalog card as described below. Either a student assistant or the cataloger was responsible for accessioning.

Cataloging referred to the process of creating a catalog card and assigning a material to a subject area of the library (classification). Cataloging occurred before the accession process so that title, author, publisher, and date were readily apparent to the student assistant who accessions. Generally, the cataloging process involved these steps, but they differ little from normal library procedures.

1. Decide if the material is instructional, professional, a 16 mm professional film, a curriculum guide, a test, a pamphlet or a journal. Each of these types received special placement in the library and hence a special type of call number.

2. After the general placement of the material had been determined, a check of the appropriate card catalog was made to see if the material was a duplicate. If the title was not found in the card catalog, the process of making an original catalog card began. If the title duplicated one already in the collection, the material was simply stamped and labelled with the original call number with "copy 2" (3, 4, etc.) added to the bottom of the call number.

3. After checking the card catalogs, the material was descriptively cataloged if it was not found to be a duplicate. Briefly, the format is:

   Title (Media designation, see figure 18) by author(s). Publisher, date.
      Physical description or collation (series statement).

      Ages or instructional level.

      Miscellaneous notes.

      Contents.--

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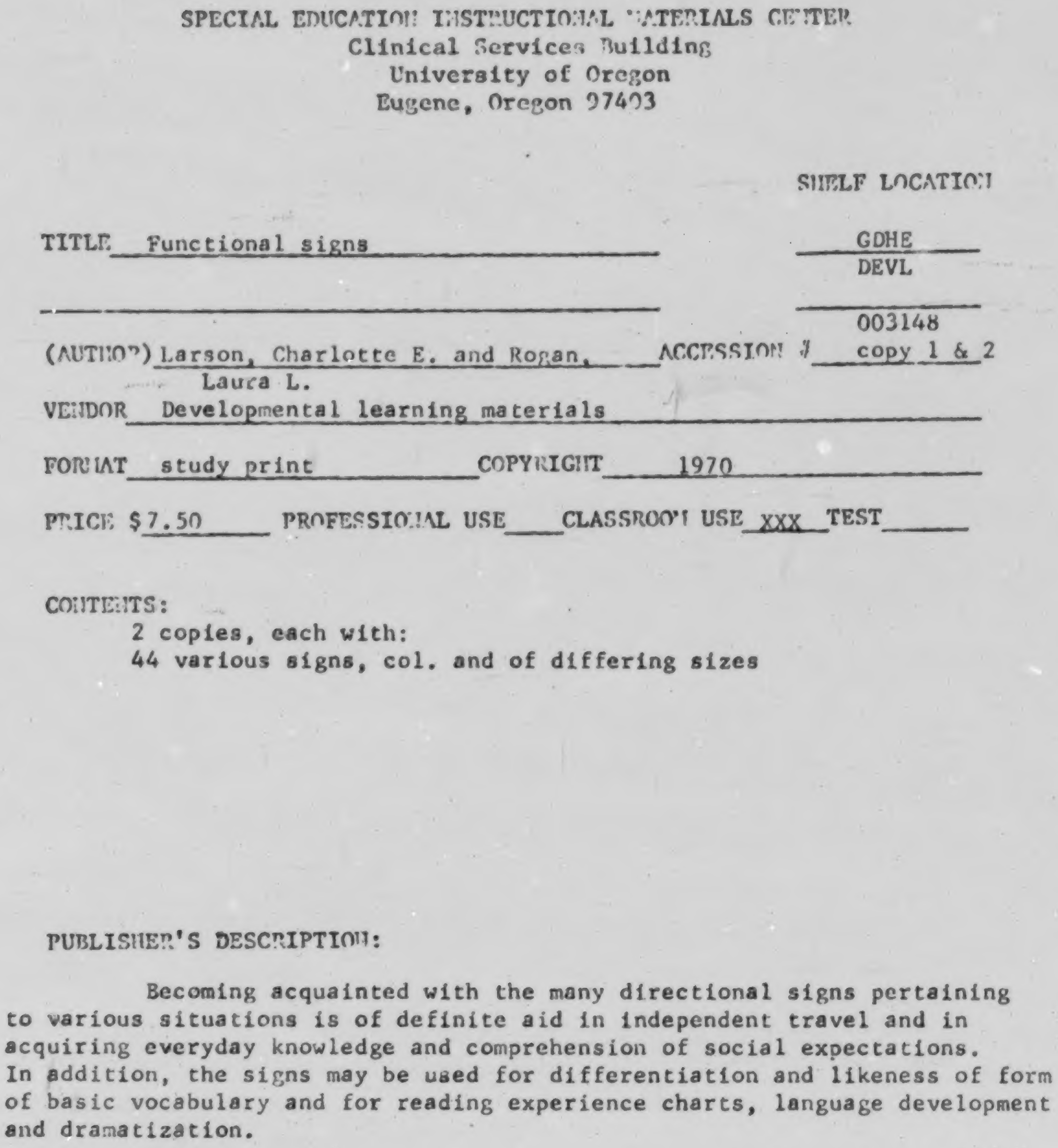

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER
Clinical Services Building
University of Oregon
Eugene, Oregon 97403

SHELF LOCATION
GDHE
DEVL

TITLE Functional signs

(AUTHOR) Larson, Charlotte E. and Rogan, Laura L.

ACCESSION # 003148 copy 1 & 2

VENDOR Developmental learning materials

FORMAT study print

COPYRIGHT 1970

PRICE $7.50 PROFESSIONAL USE ___ CLASSROOM USE xxx TEST ___

CONTENTS:
2 copies, each with:
44 various signs, col. and of differing sizes

PUBLISHER'S DESCRIPTION:

Becoming acquainted with the many directional signs pertaining to various situations is of definite aid in independent travel and in acquiring everyday knowledge and comprehension of social expectations. In addition, the signs may be used for differentiation and likeness of form of basic vocabulary and for reading experience charts, language development and dramatization.

Figure 17, Sample accession sheet.

MEDIA DESIGNATIONS AND EXPLANATIONS

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ART PRINT: col., b&w, size	PA
BOOKS see PRINT MATERIAL	
BULLETIN BOARDS AND MATERIALS: size, col., b&w, number of pieces	BB
CAPTIONED FILMSTRIP: number or fr., col., b&w	CF
CHART: size, col., b&w.	PC
DISPLAY PANEL: size, type of covering	PD
DUPLICATING MASTER: size, number of sheets	DU
FILMSTRIP: number of frames or rolls, col., b&w.	FS
FLANNEL BOARD AND MATERIALS: number of pieces, size	FB
FLASH CARD: size, number of pieces, col., b&w	FC
FLIP CHART: number of pages, size, col., b&w.	FL
GAME: description and number of pieces	GA
GAME/SIMULATION: contants	GS
GLOBE: size, col.	DG
KIT: contents	KT
LABORATORY KIT: contents	LK
MANIPULATIVES: contents	MN
MAP: size, col., b&w.	PM
MICROCARD: treat as print material	MO
MICROFICHE: treat as print material	FF

MICROFILM: treat as print material	FM
MICROSCOPE SLIDES: number of slides	MS
MODEL: size, col.	DM
MOTION PICTURE: running time (min.), si., sd., col., b&w, 16mm.	MA
MOTION PICTURE LOOP: running time (min.), col., b&w, si., sd., 8 mm. loop	ML
MOVIE see MOTION PICTURE	
MUSICAL INSTRUMENTS: contents	MI
PHONODISC: number of sides, size, speed, stereo or mono	RD
PHONOTAPE: running time (min.), cassette or inches per second (describe as reel to reel)	RT
PRINT MATERIALS: number of pages	PR
PUPPETS: number, type	PU
PUZZLES: number of pieces, col., b&w	PZ
REALIA: describe	DS
RECORD see PHONODISC	
RELIEF MAP: size, col.	RM
SLIDE: number, size, col., b&w	TS
SOUND FILMSTRIP: describe as for filmstrips; phonotape or phonodisc	FR
STUDY PRINT: size, col, b&w	PS
TALKING BOOK: describe type of recording	TB
TAPE see PHONOTAPE	
TEACHING MACHINE: describe, size	KP
TOYS: describe	
TRANSPARENCY: number, col., b&w	TR
VIDEO TAPE RECORDINGS: running time, col., b&w	MV

Figure 18, Media, designations and explanations.

1.SUBJECT HEADING 2.SUBJECT HEADING I. Author II. Publisher.

This format was similar to that found in Jean Riddle's Non-book Materials: The Organization of Integrated Collections (Canadian Library Assn., 1970). While the SEIMC's media designation authority list is from Riddle's book, a few additional ones have been added. The SEIMC's list is found in Appendix 2. Regular AACR (Anglo-American Cataloging Rules) were followed for professional books.

4. Subject headings were taken from the Thesaurus of ERIC Descriptors. Alternatively, subject headings for instructional materials were taken from the descriptor index of the SEIMC's book catalog, so that the rather large set of ERIC descriptors was narrowed for easier use and consistency. The recently published Instructional Materials Thesaurus for Special Education offered additional relevant headings not found in ERIC.

5. The call number was the last step in cataloging. The films and tests in this collection were not classified, but simply shelved in accession number order. Professional books were given Library of Congress call numbers. Instructional materials were classified as follows:

   a. Top line: 3 or 4 letter subject code taken from the SEIMC's shelving guide. A copy of this is included in the introduction to the SEIMC's book catalog.

   b. Second line: 4 letter publisher code taken from the OTIS publisher catalog. Codes for publishers not in the catalog were assigned upon a mailed request to:

      OTIS Central
      354 East 40th
      Eugene, Oregon

   c. Third line: 6 digit accession number. The accession number was supplied by the person who accessions, and was added to the scratch catalog card when the material was accessioned.

   d. If necessary, copy 2..forms the fourth line of the instructional call number.

These steps completed the cataloging and accessioning process. However, filing and copying the catalog cards was necessary before the material was completely finished. It was our practice to send material to the library for circulation as soon as it was accessioned, cataloged, stamped, and labeled even though its catalog cards were not finished. The scratch catalog card (an 8½" by 5½" sheet was used for this purpose) remained with the materials while it was in room 03 and before it was ready to take upstairs. After the material was processed, its scratch catalog card was placed in a "to be typed" box. A typist then typed it in correct format on a punched 3 x 5 inch card. The typist typed the card exactly as it appeared on the scratch sheet. This was the main entry card. The scratch was then placed in an "in process" file alphabetically by main entry. Separate files were maintained for instructional, professional, test curriculum guide, and film formats. The typed cards of each of these types of materials were put into a box all together to await being sent to a library copying service. When at least 20 main entry cards were typed, the cataloger or student assistant sorted them according to how many added entries were needed (this number is found by counting the tracings; in the case of cards for professional books, one extra shelf list card is ordered). An invoice provided by the copying service was filled out and a purchase order was requested from the library coordinator. Two copies of the invoice were sent along with the cards, first class. When the card sets arrived back at the SEIMC, a student assistant typed in the added entry headings and filed these cards in the appropriate card catalog. When the copied cards were filed, the scratch catalog card was moved from the "in process" file to the shelf lists stored in the basement.

Maintenance

Instructional (child-use) materials were arranged in the library alphabetically by subject matter, thence alphabetically by publisher, followed by numerically by accession number. There was, therefore, no separation by media. All shelves were adjustable to allow for storage of large and/or unwieldy kits. A copy of the NWSEIMC shelving guide is included in Appendix A.

There were 37 shelf ranges in the library. At the top of each range were signs indicating the subject matter of materials housed beneath. The largest classification was Reading; Communication and Guidance ranked respectively second and third in size.

A separate alcove was reserved for professional books, which were arranged by Library of Congress classification. Journals and periodicals adjoined this area and were arranged chronologically. Curriculum guides were housed in a special bookcase, arranged alphabetically by publisher. Tests in kit form also occupied this bookcase. Pamphlets and printed tests were housed in filing cabinets. Both pamphlets and curriculum guides had separate card catalogs stored at the precise location of the materials in question.

The general card catalog was divided into two sections: instructional and professional materials. There was a special drawer for tests and another for films (both of which were also contained in separate printed catalogs).

Films were shelved behing the library counter on racks, in alphabetical order by title.

Student clerks systematically "read" shelves to keep them in accurate order and checked in all journals, periodicals and newsletters, affixing the NWSEIMC stamp on the cover and one inside page.

Occasional inventories were taken of kits and tests; manuals or other parts which might be missing were re-ordered by the library coordinator.

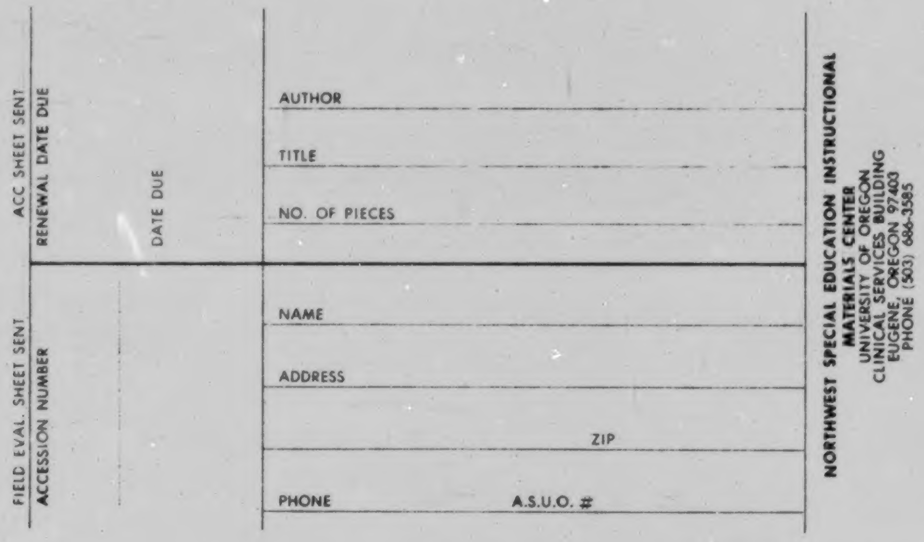
Materials in disrepair were turned over to the cataloger, who was responsible for all repairs. The cataloger also made the decision to retire or scrap materials which were beyond repair or missing too many parts to be of service.

Circulation

The policy of the NWSEIMC library was to allow the walk-in patron to fill out his/her own circulation slip (see Figure 19). Due date for return of materials was changed each Wednesday and was set for the Friday 2½ weeks following; thus, the loan period fell somewhere between 1½ and 2½ weeks from checkout. Requests received by mail were given one or two weeks longer, and those from the Pacific were given additional time to allow for extremely slow mail service.

Although traditionally the mailed requests were transferred by a library clerk to circulation cards in order to check out materials, a new procedure was instituted in late 1973: Associate Centers were sent bundles of circulation slips on which they then wrote the title and call number of each material requested and sent it to the NWSEIMC. Thus, a card already filled out greatly expedited the servicing of these requests, and if the material was not presently available, the card went directly into the circulation box for a "hold" (see below).

The top slip of each three-page card went in the pocket of the material checked out; the two remaining copies were stored in the circulation box, which was arranged numerically by accession number. Each card was tagged with a colored signal flag for due date; in addition, any material requested for "hold" was tagged with a yellow flag.



ACC SHEET SENT
RENEWAL DATE DUE
DATE DUE
FIELD EVAL. SHEET SENT
ACCESSION NUMBER

AUTHOR
TITLE
NO. OF PIECES
NAME
ADDRESS
ZIP
PHONE A.S.U.O. #

NORTHWEST SPECIAL EDUCATION INSTRUCTIONAL
MATERIALS CENTER
UNIVERSITY OF OREGON
CLINICAL SERVICES BUILDING
EUGENE, OREGON 97403
PHONE (503) 686-3585

Figure 19, NWSEIMC library circulation slip.

For INSTRUCTIONAL MATERIALS, PROFESSIONAL BOOKS AND JOURNALS, please use the form above.

Accession Number

Please fill out the six digit number which appears on all materials except journals. For instructional materials, the number begins with 00.... For professional materials, the number begins with 75.... For tests, the number begins with 900....

Journal Date

Use month and year or volume and issue numbers.

Points of Information

1. Date due is found on the cubical calendar on check-out desk. Loan period is approximately two weeks, with date due on FRIDAY.

2. For instructional materials, publisher is used for author when there is a question.

3. Number of pieces or identification of pieces is helpful when checking out parts of sets or groups of material.

4. If you do not have an ASUO#, don't worry. We use that for university student identification only.

5. Please fill out the forms completely, including date due by yourself. Take the TOP copy of the form, put it in the book or material, and RETURN IT WITH THE BORROWED ITEM. You may do this complete process if there is no one available to help you. All we ask is that you complete the form so we know where the materials have gone.

Attention

Speech Clinic and reserve collections have special sign-out sheets located on the desk. These are for short term loans only. Please sign out your material, and when you return it, please cross your name off the list and return speech materials to the bottom return shelf and reserve materials to the check-out counter.

SPEECH CLINIC sheet is white. RESERVE sheet is green.
Thank you very much for your attention to these helps for our circulation problems.

When a material was returned, the slip was removed from the pocket, matched with the copy in the circulation box, and one copy was saved for tabulation, the others discarded.

Procedure on loaning of films was quite different from that of other materials. Unless otherwise specified, films were available to the patron on a one or two-day basis. For out-of-town mailing, five days were allowed for mail service each way (one to two weeks each way for Alaska and the Pacific).

A film schedule book was arranged alphabetically by title, with a pocket on each title page. Films were scheduled on a separate calendar for each title, and, once checked out, the library copies of the circulation card were kept in the pocket and removed when the film was returned, as with other materials. The undependability of mail service coupled with the very human problem of patron procrastination caused frustration for film patrons and library personnel alike.

Films occupied the first priority on the daily mailing schedule, which was handled by a student clerk. At the time the film was scheduled, the title was entered on the daily calendar for the date when it must be mailed. All films were sent "Library Rate, Special Handling" except when mailed to Alaska or the Pacific, or when urgency dictated, when they were sent Air Mail. At times Greyhound Freight Service was used when needed. Greyhound was also used for materials too large or heavy for U.S. Postal Service.

A special table in the library was reserved for materials returned. Student clerks checked in and shelved these materials. A separate shelf was set aside for materials being held for patrons.

A waiting list was maintained for those materials which were in great demand, such as TIPs, the Latham Parent Training Kit, and items which had been mentioned in the NWSEIMC Newsletter.

The library served as vendor for the Regional Resource Center, dispensing Reading and Math Diagnostic Inventories and also certain working papers. One student clerk was assigned the duty of handling the compilation, sale and bookwork for these items.

Certain equipment was checked out through the library, such as stop watches and ear phones. A filmstrip viewer and an AudioMate were also available, as were Language Masters and companion cards.

Following publication of the first and subsequent editions of the Instruction Materials, test and film catalogs, a great deal of time was spent distributing these to associate centers and answering individual requests for catalogs.

The library coordinator was also responsible for answering requests for CBRU manuals, Career Education Traveling Package catalogs, and for responding to inquiries regarding teacher training and child-use materials. Toward this purpose, a large and complete collection of publishers' catalogs was an invaluable asset.

Results

The terminal objective for the materials collection and circulation activities of the NWSEIMC as stated in the final proposal was as follows:

> "By 1980 the NWSEIMC will have implemented a materials delivery system consistent with the national SEIMC/RMS delivery system in order that materials are readily available through ASEIMCs to 100% of handicapped children and their teachers in the region."

It should be noted that the achievement of this objective was dependent upon the intrastate network of ASEIMCs as described in the following chapter. The materials collection at the regional center existed as a back-up service to the ASEIMCs throughout the region.

The NWSEIMC materials collection provided a valuable service to the field, as determined by a survey conducted during the last half of fiscal year 1973-74 (see Table 16, chapter VI) Patron responses were verbal, subjective reactions, and were generally positive. The majority of the negative responses were directed to the discontinuance of the loan services beginning with fiscal year 1974-75. On Figures 20 and 21 are reported the library utilization for 1972-73 and 1973-74. It is immediately obvious that there is a high coorelation between use of the materials and proximity to the collection. It should be noted that the reason for the lower FY 73-74 totals is probably due to the closing of the library in early spring for inventory and documentation purposes. Actually, the availability of the new catalog increased the demand for library services during its last year of operation.

Below are a number of items which provids a perspective regarding the materials circulated by the NWSEIMC library:

1. Total number of items in the collection (for a detailed breakdown, see Table 14) 7643

2. Total number of items in circulation at time of request. 2500*

3. Percent of requests honored at time of request. 80%*

   Requests are not able to be filled at time of requeat for the following reasons:
   a. Requests are outside the function of the center
   b. Materials requested are not in the collection
   c. Materials requested are lost, stolen, or not functional
   d. Materials requested are in circulation then requests are eventually filled
   e. The requests are unclear or not specific

   Requests from patrons who have the center catalog are filled, at the time of request, at about the 90% level since these requests are more precise.

4. Percent of collection that is intact at any given time. 70%*
   It is estimated that over the years, 30% of all materials purchased became unavailable for use because of being lost, stolen, or destroyed.

5. Annual materials circulation. 7000*
   Since the on-site patrons fill out their own checkout slips, i.e., they check the materials out to themselves, it has been determined, via a tabulation of materials returned without checkout slips, that 20% to 25% of the library collection is used but not through the proper checkout procedures. Were these to be included in the official tabulations, a greater utilization would be noted.

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* *Estimates*

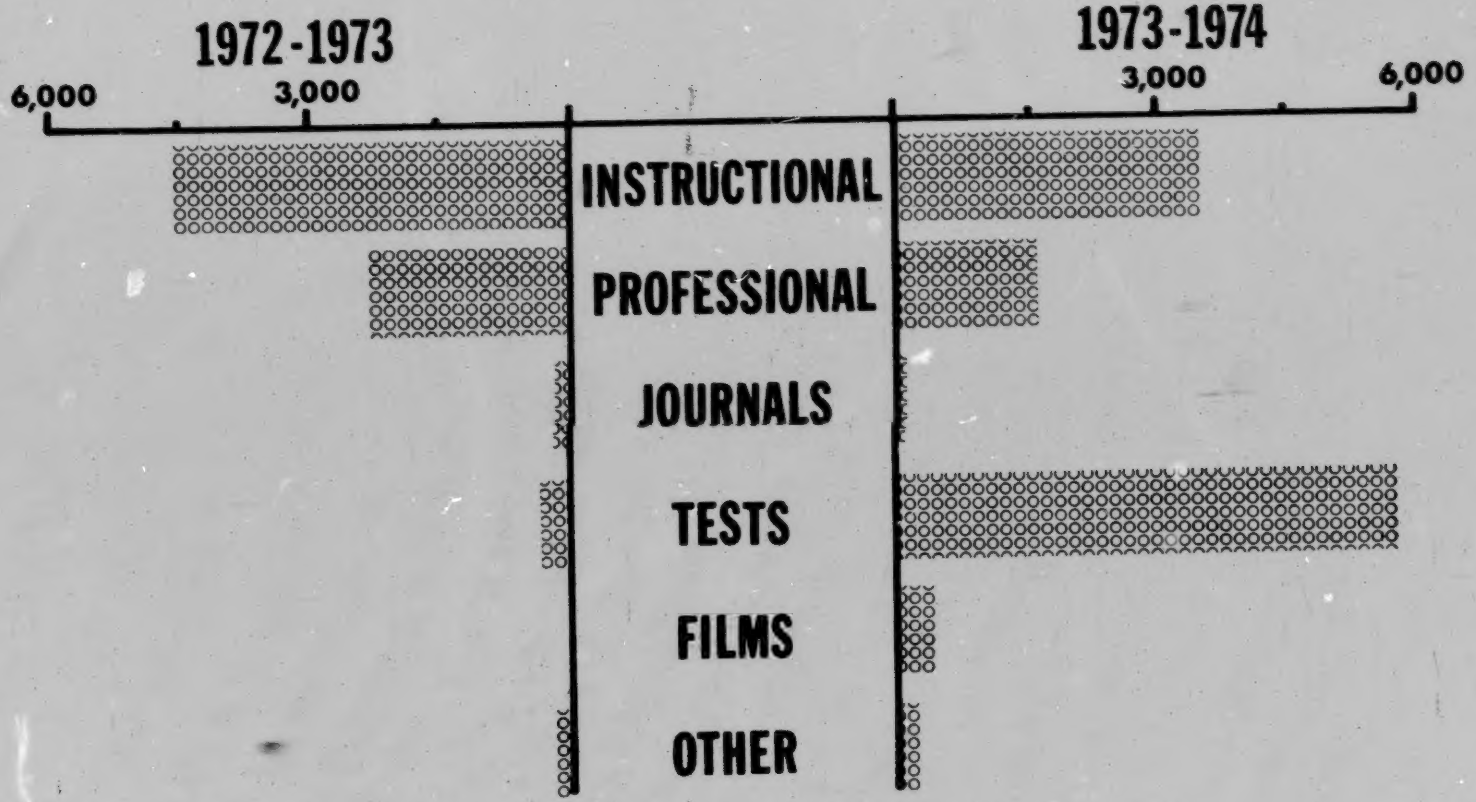


Fig. 20. NWSEIMC library utilization by materials description.

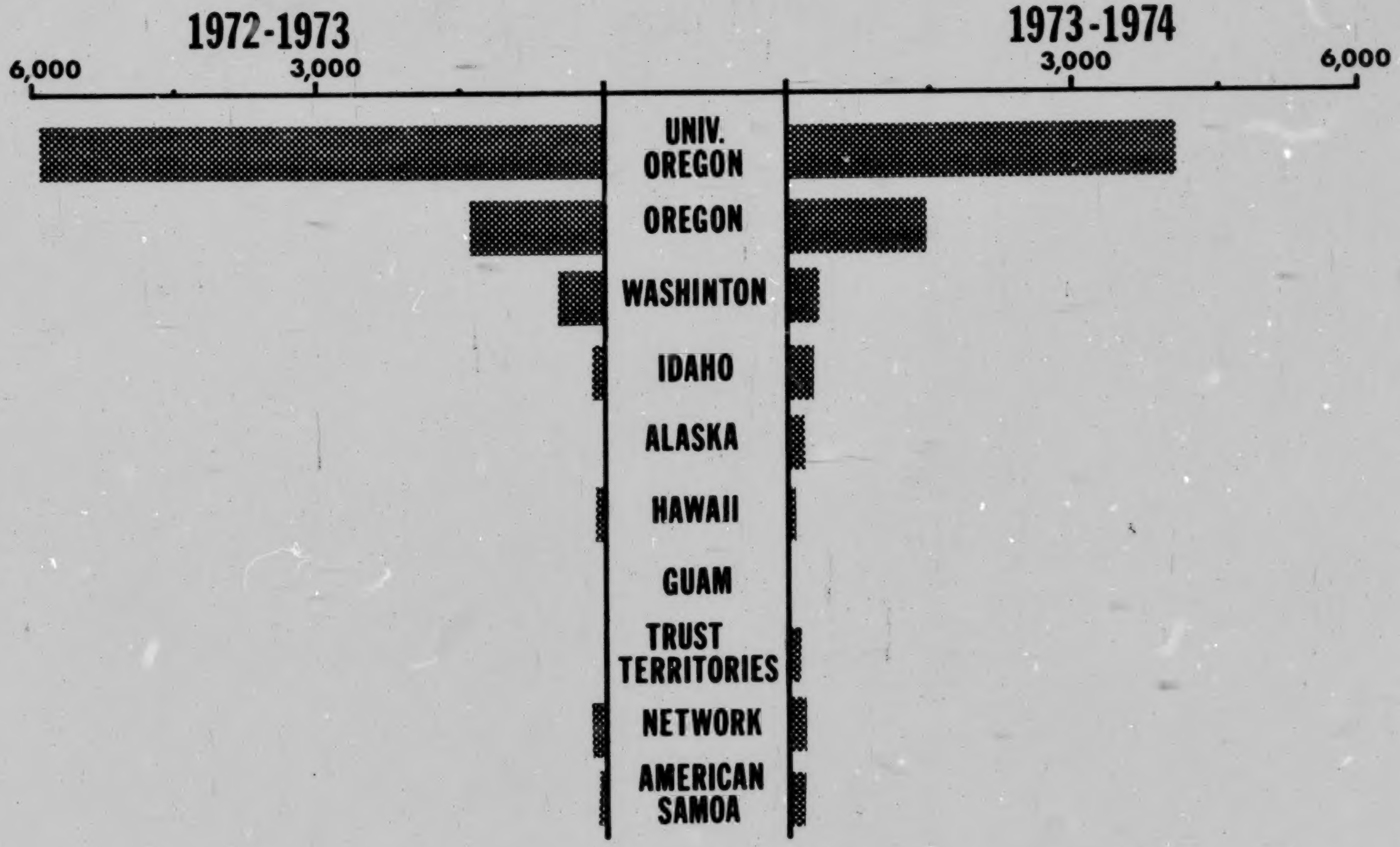


Fig. 21. NWSEIMC library utilization by states.

TABLE 14

CUMULATIVE TOTALS FOR ALL CATEGORIES INVENTORIED, 1973-74

1. Total number of materials included: 7643

2. Total number of materials by media format:

album	1
art print	1
board	10
book	2994
bookbutler	1
booklet	11
bookstand	1
box	2
braille	3
bulletin board	3
calendar	1
cards	1
catalog	17
charts	52
curriculum guides	354
display board	1
duplicating masters	38
filmstrips	217
flannel board	21
flash cards	40
frames	2
games	103
handbook	2
instructional	1
journals	235 (6 titles)
kits	341
magazine	2
manipulative	204
microfiche	3
models	2
motion pictures	196
newsletter	130
notebook	1
pacer	1
packets	3
pamphlets	625
pen	1
pencil	1
phonodisc	77
phonotape	67
pictures	8
posters	2
print material	1381
print outs	25
prints	1
projector	1
puppets	2
puzzle	28
reader	1
reading lab	1
realia	11
records	19
slides	5
stand	1
study prints	73
table	1
teaching machine	23
tests	169
toys	4
transparencies	91
video tape	2
workbook	17
worksheet	1

3. Total by user:
   child use: 3032
   professional but related to child use: 1127
   professional related to materials, media and/or educational technology: 1354
   other: 2045

4. Total by availability:
   immediately retrievable: 5803
   on long-term loan: 5
   retrievable on demand: 502
   not retrievable: 1333

TABLE 14 (continued)

5. Total by condition:
   usable without repair: 6002
   usable with repair: 11
   usable in part: 275
   not usable under any condition: 3

6. Total by recommendation for disposition:
   recommended for transfer: 6310
   not recommended for transfer: 1333

Instructional materials, as shown on Figures 20 and 21, are the most popular. This is consistent with the findings of Lilly and Kelleher as reported in Teachers' Perceived Instructional Needs in the Northwest Region, 1971, p. 42, which noted that teachers are most concerned about receiving help in areas of direct instruction. Also supportive of this point are the results of the Newsletter survey (see Figure 14, chapter IV).

6. Most popular instructional materials.
   An analysis of patron requests have revealed that the following instructional materials had the highest use (presented in alphabetical order):

Bowmar Reading Program
Checkered Flag Series
Developmental Learning Materials
DISTAR Materials
DUSO Kit
Edmark Reading Program
Frostig Perceptual Materials
Ginn Reading Series
Hofmeister Time Telling Program
Holt, Rinehart, & Winston Owls Series
Kindle Series
Me Now Kit
Merrill Linguistic Readers
Palo Alto Readers
Peabody Language Development Kits
Random House Sights and Sounds
Self Care Series by Interpretive Education
Step Text by Advanced Learning Concepts
Sullivan Math Program
Sullivan Reading Program
The Green Eyed Monster Time-Telling Game
The Spelling Games, Learning Kits A-E, by Lyon & Carnihan
Western Woods Sound Filmstrips

Generally, those materials that contain a mediated element tended to be more popular. Films were also heavily used.

Catalogs

The first catalog of materials was published in 1967 for limited distribution with a revision following in 1968. In July, 1969, a 229 page catalog was printed, bound, and distributed to all patrons on the mailing list (about 5,000 at that time) with a supply for each ASEIMC. In July, 1973, a 286 page catalog of instructional materials was published and approximately 7000 copies were distributed within the region. In addition, numerous catalogs of special collections, e.g., films, tests, captioned films, professional texts, and selected groups of interest were published and distributed through ASEIMCs and directly to requesting clients. As "Traveling Packages" were developed (see Chapter IV), special catalogs were prepared to accompany the rotating collection of materials.

Prototypic Applications

The collection served as a model for ASEIMCs as well as a resource to NWSEIMC staff and as a backup to ASEIMC catalogs. The following benefits were derived from the availability of the materials collection:

1. Numerous ASEIMC directors, librarians, and clerical personnel received training within the library in materials processing and circulation services, and in use of materials retrieval systems.
2. ASEIMCs within the region adopted or adapted the shelving code procedures, cataloging, as well as other center practices.
3. ASEIMC staff members utilized the collection as a source for preview of materials as a step in their selection procedures.
4. ASEIMC Methods and Materials specialists utilized the collection as a backup resource for the information dissemination, training, and direct classroom assistance services.
5. NWSEIMC staff utilized the collection as a source for deriving information to be disseminated throughout the region via Newspacks, Newsletters, current awareness packages, and traveling packages (see chapter IV for discussion of information dissemination strategies).
6. Materials Specialists utilized the collection as a resource for responding to specific telephone, mail, and personal requests.

Conclusions and Recommendations

Foremost among the conclusions and recommendations resulting from NWSEIMC experiences in materials acquisition and circulation activities is the apparent need for a national special education materials system. With numerous ASEIMCs throughout the states being guided by differing systems established at each of the regional SEIMCs, the generally accepted trend toward a national network has been hindered. One standardized system of cataloging would be a large step forward in the direction of the network concept. While such standardization is developing, the importance of the human-link between materials and patrons must be maintained as a high priority; it must be remembered that materials without training in their selection and utilization are of little benefit to most teachers of handicapped children.

More specific to the operation of a collection of materials are the following statements:

.It has been fairly standard policy over the years to keep the library operation simple, to encourage a casual and nonbureaucratic attitude, and to avoid an authoritarian or punitive atmosphere. The benefits of such a policy are obvious. The drawbacks are less so.

A checking system at the exit door would prohibit a good deal of innocent or venial theft, but would require the services of a fulltime staff member who would, therefore, not be free for other library duties. The use of an automated dating machine would faithfully record all checkouts and assure a method of retreiving lost materials (the voluntary checkout system creates a self-perpetuating laxity in patron and library clerk alike; more perplexing still have been the incidents of disappearing circulation slips).

And, of course, the charging of fines for overdue materials would greatly expedite the return of those materials. The latter constitutes a question which would have been resolved in 1974 had the library not been dismantled.

A good deal of "good faith" lending, largely by members of the staff of this and related projects could have been discouraged. Generally, there was a very human resistance to the making out of a slip which required a rather extensive amount of writing, especially when a patron wished to use the material for only an hour or so.

Vertical circulation slips such as are used at the University of Oregon Library would be highly beneficial; the slips are arranged so that all written portions run in one direction; the NWSEIMC forms were difficult to decipher, even though specific instructions were located at the checkout counter. In particular, many patrons failed to note the call number on their slips.

The problem of film loans and returns is a constant one. Time and opportunity permitting, it would be advisable to examine loan procedures used by other centers in order to institute a plan for encouraging swift return of films and provide for expeditious and efficient repair and maintenance.

CHAPTER VI

Intra-state Delivery Systems

Problem and Needs

The original proposal for the development of the Regional Special Education Instructional Materials Center at the University of Oregon, in 1966, identified early needs in special education programs as upgrading 1) leadership personnel, 2) improvement of teacher training programs, and 3) refinement of evaluation for diagnostic procedures. One facet of these needs is the problem of developing efficient and effective vehicles to assess, collect, design, and deliver instructional materials for use by the teacher of handicapped children in the classroom.

Commissioner of Education James Alan has appropriately stated:

> "Our first goal must be to get the good new ideas and practices into use and get them there quickly. In the past, much of what we have so laboriously learned about educational theory and practice has been, to say the least, under advertised, poorly packaged, and thinly distributed."

From the birth of the NWSEIMC this need has remained the same:

> "To provide handicapped children, their teachers and their parents, with ready access to valid materials, information and technology related to the education of handicapped children."

It was apparent from the beginning that the NWSEIMC, located in Eugene, Oregon, would not be able to provide direct intervention in the classroom. Rather, the NWSEIMC is dependent upon facilitating the development of Associate Special Education Instructional Materials Centers in each state to disseminate information about materials, collect and circulate instructional materials, provide training to teachers and others in media/materials educational technology and provide on-site assistance to teachers of the handicapped in appropriate utilization of instructional materials. This facilitative effort included training of ASEIMC staff members, providing technical assistance to the ASEIMC in the planning, development, operation and evaluation of ASEIMC services and activities, and providing technical assistance to SEA in the planning and implementing of a delivery system for instructional materials within the state. It should be noted at this point that the original research need identified by the NWSEIMC was changed after the first two years of operation to a program need. As a result of early research efforts by the NWSEIMC, the following problem statement was developed:

> "Among the deterents to equal educational opportunity for all handicapped children is a) a less than adequate materials delivery system in many sections of the region and b) insufficient resources in many states and local education agencies to facilitate the development of intra-state systems of materials support services."

Terminal Objective

By 1980, an intra-state delivery system of ASEIMCs accountable to state and local agencies will make available the following services to 100% of the handicapped children, their teachers and others working with the handicapped in the the NWSEIMC service region: 1) in-the-classroom delivery of services; 2) circulation of instructional materials; 3) dissemination of information; 4) in-service training in the appropriate use, adaptation, and development of materials; and 5) materials evaluation and/or data collection on the use of materials.

Procedures, Activities, and Results

Planning

State Departments of Education within the NWSEIMC region have developed in cooperation with the NWSEIMC and the Southwest Regional Media Center for the Deaf (SWRMCD), and in some states a Regional Resource Center (RRC), state plans for the delivery and development of special education products and services to handicapped children by teachers, parents, and others. State plans for SEIMC services have been developed in Alaska, American Samoa, Guam, Hawaii, Idaho, Oregon, and the Trust Territory of Pacific Islands. Hawaii is now in the process of revising their state plan and incorporating it into a state wide special education plan.

Early planning efforts held in each of the states and in Eugene involved SEA personnel and college and university personnel. These planning sessions resulted in the identification of ASEIMC sites and later the actual development of ASEIMCs. It was not until fiscal year 1972-73 that SEA planning resulted in state ASEIMC plans with long-range goals. That same year ASEIMCs began to write individual plans with specific behavioral objectives. To facilitate the development of state ASEIMC plans and the annual ASEIMC plan of operation, the NWSEIMC developed three documents: 1) Guidelines for the Development of ASEIMCs, 2) a manual, Developing a State ASEIMC Plan, and 3) a card sort activity entitled, Eleven Steps to Developing an ASEIMC Plan. These documents and technical assistance from the NWSEIMC resulted in the previously described comprehensive planning efforts at the state level and at the ASEIMC level.

ASEIMC Development

Associate Special Education Instructional Materials Centers (ASEIMCs) have been developed in each state through the office of the state director of special education. The primary functions of the ASEIMCs are to provide materials-loan services, in-service training, on-site assistance to special education teachers, and information dissemination services to handicapped children, their teachers, and parents.

To facilitate the delivery of products and services, the NWSEIMC has trained ASEIMC directors and staff, assisted State Departments of Education in planning and developing state delivery systems, and provided support to ASEIMCs via workshops and conferences. For example: the NWSEIMC has held annual training conferences for state directors of special education, state ASEIMC coordinators, ASEIMC directors, and ASEIMC staff. Details of the training activities are explained in Chapter III.

Beginning with fiscal year 1968-69 the NWSEIMC held annual conferences for ASEIMC directors, ASEIMC staff, state directors of special education, and state ASEIMC coordinators. Annual State Directors conferences were also begun that year specifically for SEA personnel, state directors of special education, and state ASEIMC coordinators. It was necessary during this period of time for the NWSEIMC to focus significant efforts on the delivery of direct services to special educators. These services included workshops, orientation, and direct loan of materials. As the ASEIMC network grew in numbers and efficiency, much of the direct services were taken over by them.

ASEIMC Funding

A variety of funding arrangements exist throughout the region, ranging from total local funding to total federal funding. Figure 22 illustrates the sources and percent of funds available to ASEIMCs by state.

Field Activities

Early efforts by the NWSEIMC includes: a) the development and presentation of workshops on materials evaluation, b) contracting with Buffalo SEIMC in 1970 to implement and deliver computer base resource units (CBRU) to teachers of handicapped children, c) conducting workshops on the utilization of CBRUs, d) conducting workshops on prescriptive materials retrieval system (PMRS) and e) development of PROJECT STAR, a mobile unit developed in 1968 to provide direct services to handicapped children and their teachers. Once a network of ASEIMCs was developed, the NWSEIMC placed its emphasis on using the network as the primary vehicle to deliver services. ASEIMC staffs received training from the NWSEIMC in contingency management, system FORE, the USC dissemination/change agent model, PMRS, and in the delivery of ASEIMC services. Table 15 summarized the field activities conducted by the NWSEIMC from fiscal year 1967 through fiscal year 1974. A more detailed report on training activities can be found in Chapter III.

In connection with the fiscal year 1974 Impact Evaluations of the ASEIMCs, the subjective reactions of ASEIMC personnel regarding NWSEIMC field services were measured. Table 16 summarized those findings. The majority of the critical comments related to materials services were directed at the discontinuances of the NWSEIMC materials collection beginning with fiscal year 1975. It is interesting to note that though training was given the highest ranking, i.e., regarded as being the service of most value, it also received the most criticism and generated the greatest number of responses. It should also be noted that just because materials services received the lowest ranking, one must not conclude that they were regarded as little or no value. Nearly all respondents emphasized that they valued materials services and wished that those services would continue in the future. They expressed anxiety about the services available to them through S-4.

Planning and Development

Efforts by the NWSEIMC suggest that the NWSEIMC has been most influential in the development of an Associate Special Education Instructional Materials Center network in the region in the following five ways (see Table 17 and Figure 23): 1) stimulated state departments of education, intermediate education districts, and colleges and universities to focus a significant portion of their human and financial resources on the direct delivery of media and materials to handicapped children; 2) provided technical assistance to 8 state departments of education and 32 ASEIMCs in the creation of long-range plans, to 1980, for the

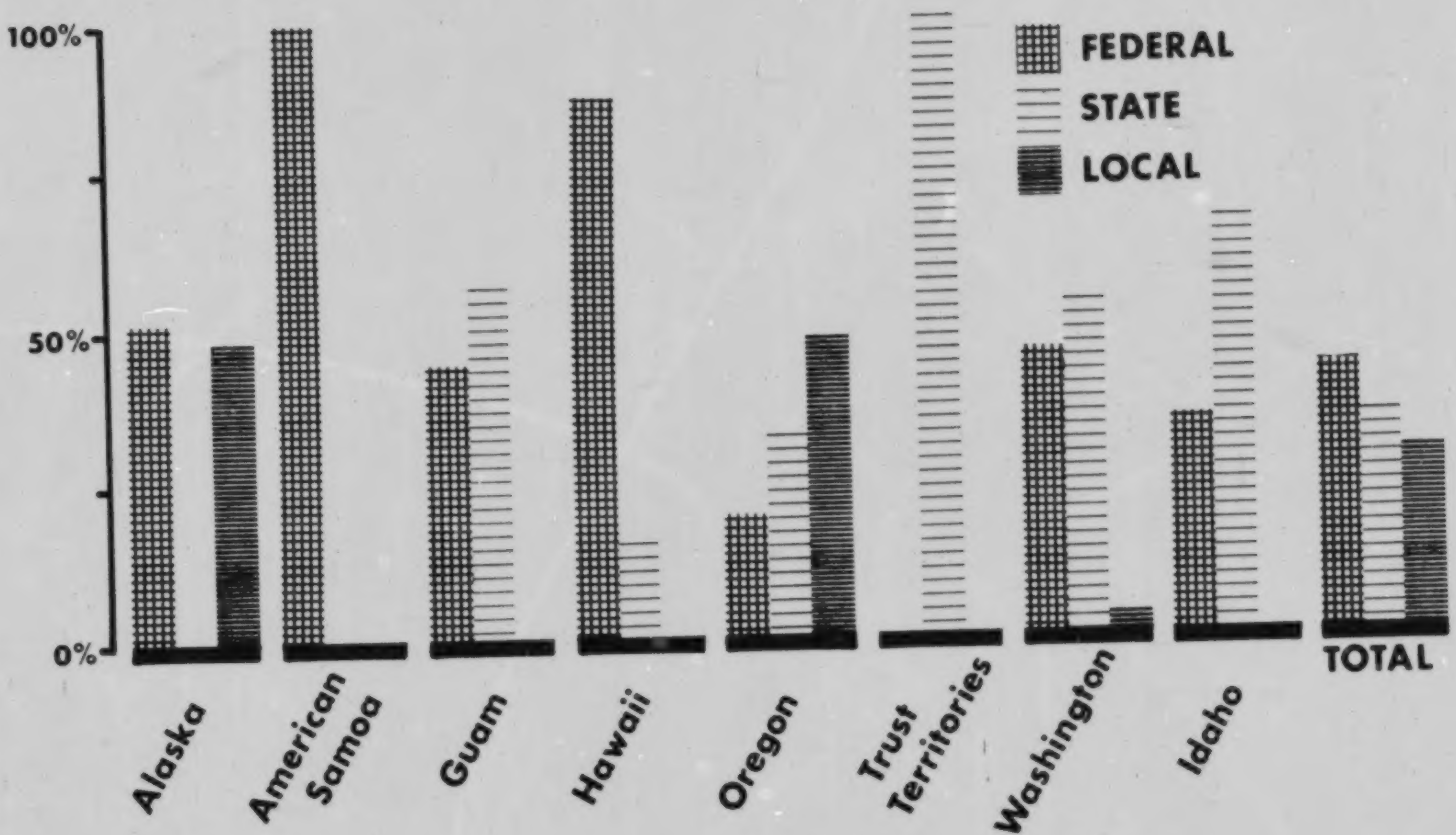


Fig. 22. Comparisons by percent of Federal, state, and local monies to ASEIMCs, by state -- 1973-74.

TABLE 15

TRAINING AND FIELD ACTIVITIES CONDUCTED BY THE NWSEIMC - 1966-1967 THROUGH 1973-1974

	66-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74
Assistance with ASEIMC Planning	0	0	0	0	0	0	12	19
State Dept. of Ed Planning Sessions	0	13	6	7	13	11	12	17
Technical Assistance to ASEIMCs	2	26	17	39	47	97	155	65*
Technical Assistance to State Dept. Of Ed.	12	15	9	8	15	7	16	12*
Summer Workshops	2	1	1	3	3	1	0	0
Number Trained in Summer Workshops	22	10	10	20	20	8	0	0
Field Located Workshops	3	33	38	36	119	47	12	17*
Number Attending Fiels Located Workshops	24	388	2285	697	4427	248	99	118*
Training of ASEIMC Staff Members	0	0	0	0	0	0	1	2
Number Attending Staff Training	0	0	0	0	0	0	22	35
NWSEIMC - Sponsored ASEIMC Annual Conf.s	0	0	1	1	1	1	1	1
Number Attending ASEIMC Annual Conferences	0	0	35	56	60	75	103	87
NWSEIMC Sponsored SEA Annual Conferences	0	0	1	1	1	1	1	1
Number Attending SEA Annual Conferences	0	0	6	8	10	16	22	17
Evaluations of ASEIMCs	0	0	0	3	3	15	28	31

* *Projected estimates. Since the report, of which these data are a part, was written before the end of the funding year, some estimating of full-year activities was necessary.*

TABLE 16

PATRON SUBJECTIVE RESPONSES TO NWSEIMC FIELD SERVICES

	Rank Order	Total Comments	Critical Comments	Positive Comments	Suggestions & Observations
Training	2.18	112	14%	32%	54%
Information Dissemination	2.32	85	7%	34%	59%
On-site Technical Assistance	2.73	70	4%	33%	63%
Materials Services	3.05	72	13%	31%	56%

development of a delivery system of special education media materials and educational technology to handicapped children, their teachers, and their parents with an emphasis on accountability; 3) utilized in exemplary idea diffusion model for the in-service training of teachers and others working with the handicapped in a manner that can be replicated throughout the region; 4) provided professional preparation to methods and materials personnel through specialized training programs both on-site and at the regional SEIMC; 5) developed and distributed five multi-media information packages and bi-monthly news letters to disseminate information to teachers and administrators about materials, programs, systems, and procedures.

TABLE 17

NUMBER OF ASEIMCs OPERATIVE IN THE NWSEIMC REGION
1966-67 through 1973-74

States	Years							
	66-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74
Alaska		3	3	3	3	3	3	3
American Samoa							1	1
Guam				1	1	1	2	2
Hawaii		1	1	1	1	1	1	1
Idaho		3	3	3	3	3	3	3
Oregon				9	13	12	13	16
Trust Territory				1	1	1	2	2
Washington			3	3	4	4	4	4
Total		7	10	21	25	25	29	32

Evaluation

Evaluation of ASEIMCs first began during fiscal year 1970-71 with three ASEIMCs being evaluated (see Figure 24) Instruments were designed to collect quantative data on ASEIMC services. Evaluation efforts have occurred yearly with the NWSEIMC providing technical assistance to centers in the region. Each of these centers was evaluated using the behavioral objectives in its plan as criteria. During fiscal year 1973-74, 31 of the 32 centers were evaluated using the NWSEIMC impact evaluation instrument. Copies of these reports are available upon request.

Following are descriptions of ASEIMC development within each of the eight states in the region.

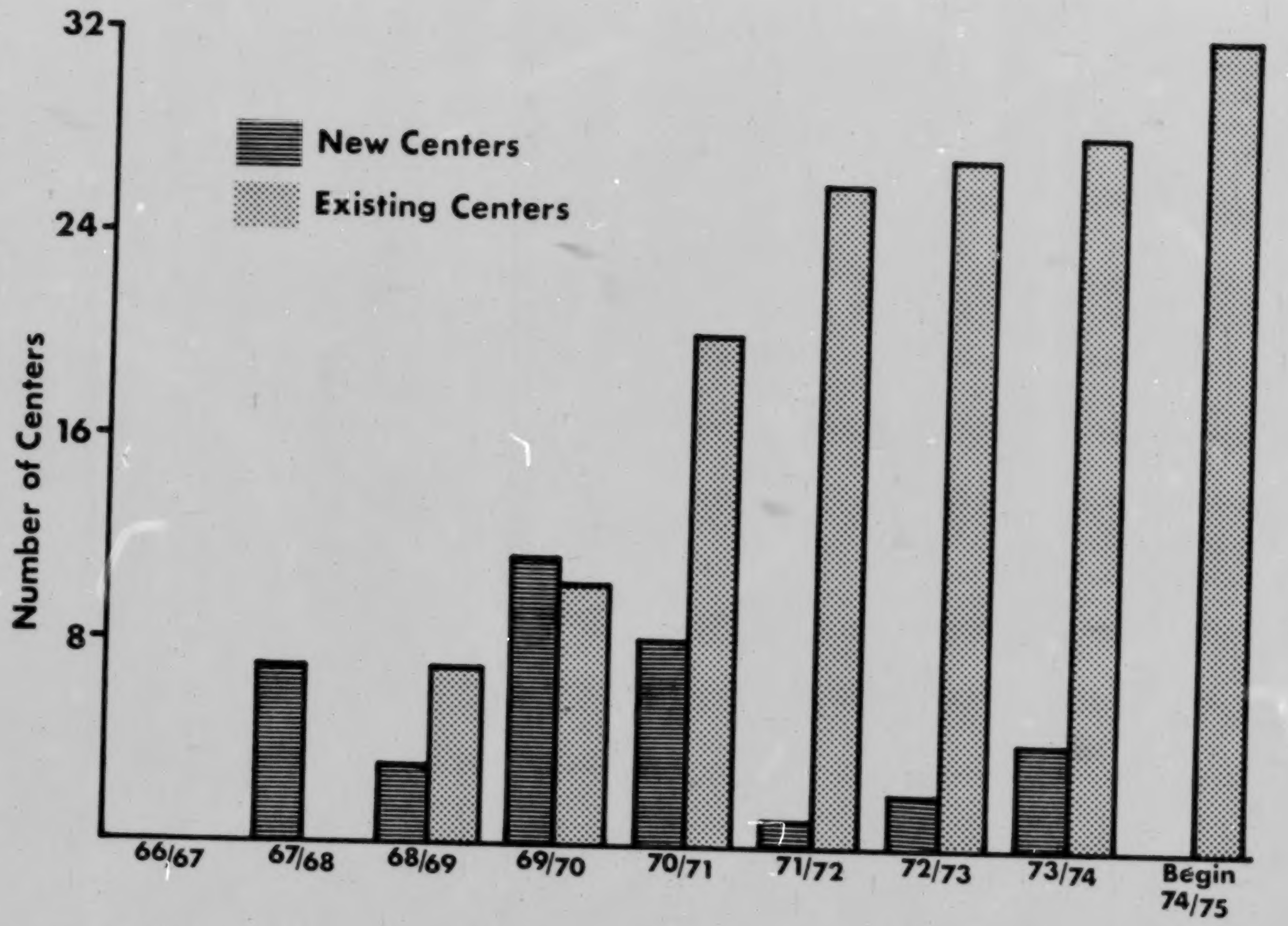


Fig. 23. New centers and functioning ASEIMCs by yearly report.

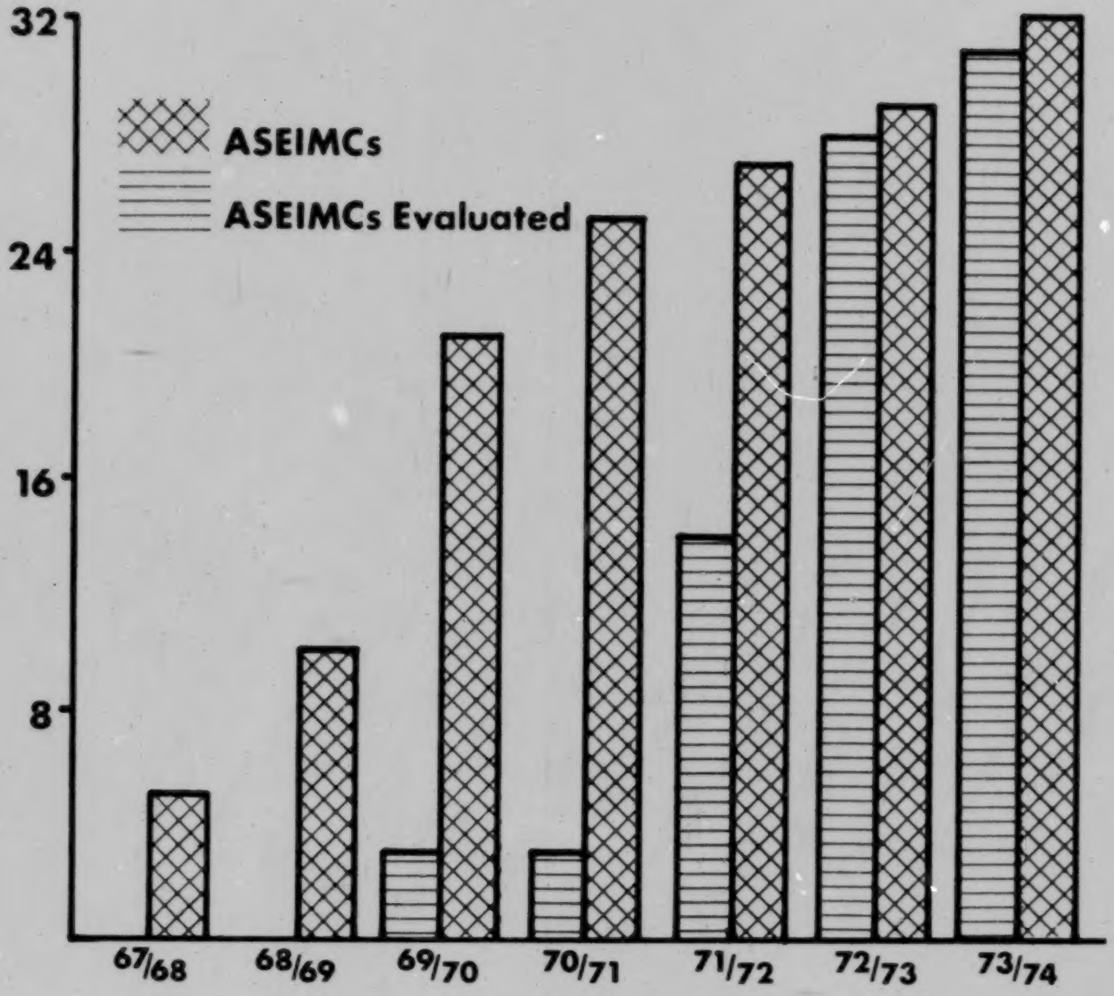


Fig. 24. Center evaluations, 1966-67 through 1973-74.

Alaska

I. History of ASEIMC Development in Alaska

A. Need for the establishment of a center as listed in Alaska Plan for Associate Special Education Instructional Materials Center: 1973, revised 1974.
Considerable progress has been made in providing materials and services to handicapped children in each of the three regions. Continued areas of concern to which the three ASEIMCs will address themselves are:

1. There is a need to provide an adequate supply of instructional materials which would be readily available for all identified handicapped children in the state.

2. There is a need to be able to provide assistance to teachers in the selection, analysis, and utilization of appropriate instructional materials.

3. There is a need to assist teachers in employing the latest methods of instructional technology in delivering services to handicapped children.

4. There is a need to make available information regarding resources and materials concerning the education of the handicapped.

5. There is a need to organize, coordinate, and share instructional materials and resources within the state and to obtain resources from the national ALRC network.

6. There is a need to develop alternate sources of funding to support associate instructional materials center development, realizing that federal support is not endless.

B. Initial Implementation

In 1969 a plan was developed by the Section for Exceptional Children of the Alaska State Department of Education to create six learning evaluation centers in the state. The centers were to be developed in support of special services for exceptional children throughout the state.

The priority need in Alaska was a planned program which would produce personnel that could: a) screen and identify, b) provide supportive paramedical, social work, and instructional methods and materials services necessary to guarantee equal educational opportunity for all categories of handicapped. An integral part of each center planned for the future was an instructional materials center.

Throughout the rest of 1969, many changes were made in the learning evaluation center concept. The terminology changed; they became centers for learner assistance (CLA). The design called for twelve regional installations.

C. Planning and Development

Even at the planning stages it was becoming evident that CLAs would expend a large amount of funds, not presently available. Alternative types of services were a must.

At the same time, regional special education instructional materials centers were being developed on a national basis. It was apparent that the financial resources available were inadequate to establish the CLAs. Consequently, a state network of ASEIMCs was developed. Thus, the ASEIMC concept as an independent unit was born. The availability of $100,000 in Title VI B monies further strengthened the position. Initial planning called for three regional area centers to serve all of Alaska. Juneau, Anchorage, and Fairbanks were the proposed sites for each of these units. It was felt that the network of ASEIMCs would permit the establishment of CLAs as monies became available.

The primary responsibility of ASEIMCs was to enhance special education through effective and efficient selection and utilization of instructional materials.

II. Present Status of Centers

A. Development of State Plans

As noted above in IB, initial state planning was completed in 1969. This planning was done in cooperation with the NWSEIMC. In 1973, a formal document, Alaska State Plans for ASEIMCs, was completed and revised in 1974. This also was done in cooperation with the NWSEIMC. These objectives are those included in the state plan. The 1980 objectives are designed to meet needs outlined in Part IA and were agreed upon by the three ASEIMCs.

1. By 1980, at least 90% of all identified handicapped children will have access to an adequate supply of supplemental instructional materials and resources.

2. By 1980, 90% of teachers serving handicapped children will have direct assistance in the selection, analysis and utilization of instructional materials by mail, telephone, or personal contact.

3. By 1980, 90% of teachers of handicapped children will have access to training in employing the latest methods of instructional technology through a coordinated effort among existing educational agencies.

4. By 1980, 98% of teachers of handicapped children will receive information regarding resources and materials. Other persons interested in the education of the handicapped will have access to this information.

5. By 1980 there will be a coordinated system for the delivery of

instructional materials and resources for handicapped children, utilizing those available both within and without the state.

6. By 1980, the ASEIMC services will become an integral and continuing part of the state's educational system.

B. Development of Individual Centers

Fiscal year 1970 brought about the development of an ASEIMC in the Fairbanks area. The following year Anchorage and Juneau were recipients of centers which would serve their respective regions.

Each center was staffed with a director, materials and methods specialist, and a clerk providing four possible types of service:

1. Materials acquisition and circulation
2. On-site assistance to teachers
   Dissemination of materials and equipment
3. Information dissemination
4. In-service and pre-service training

At the onset of the project it became apparent each center would not be able to effectively provide supportive services as spelled out for their entire region. Locally, much of this service was provided, but functionally the only service obtained by thr rural schools came in the form of a library service which failed to meet the most pressing needs. The Title VI dollars spent from conception to date were distributed in the following manner:

1.	Fairbanks:	$121,040
2.	Anchorage:	$217,288
3.	Juneau:	$105,600
	TOTAL	$443,928

By the end of fiscal year 1974, approximately $564,000 of Title VI-V monies will have been invested in the ASEIMC programs. Three ASEIMCs are providing services to borough and independent school districts with limited services going to State Operated Schools (SOS). For all practical purposes they have provided a library function with various levels of in-service offered to districts. Future plans call for expansion with more direct forms of service going to identified handicapped children with utilization of state foundation funds.

Description of Existing ASEIMCs:

1. Fairbanks ASEIMC
   Curriculum Service Center
   P.O. Box 1250
   Fairbanks, Alaska 99701

   a. Service Region

      Area A: Fairbanks North Star Borough

      Area B: Railbelt (Fairbanks to Cantwell)
      Highway (Fairbanks to Northway and Eagle)
      Ft. Yukon Area
      Tanana Area
      North/Northwest Area

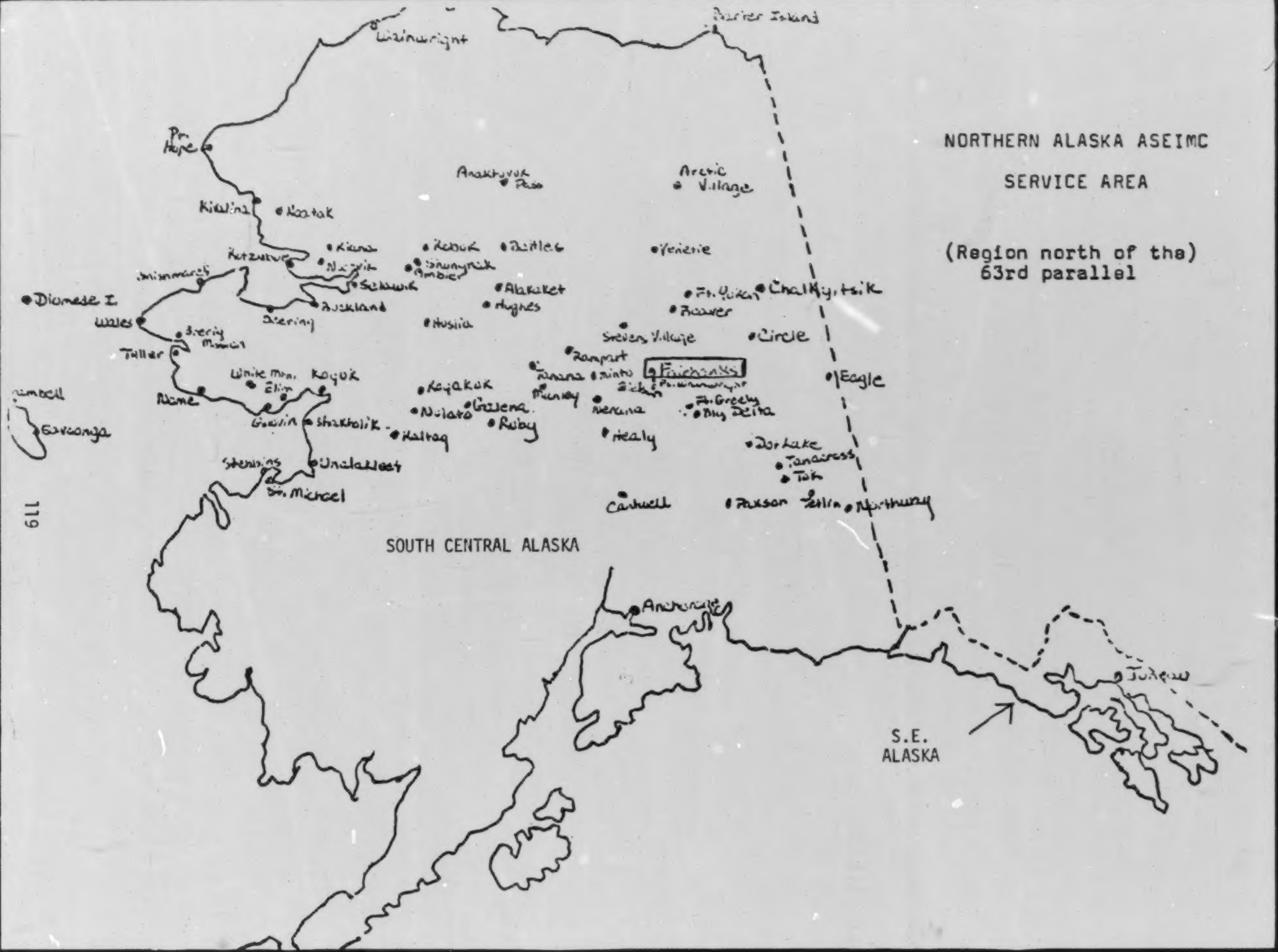
SCHOOLS OF AREA A	Students	Teachers
FAIRBANKS NORTH STAR BOROUGH:	(12,701)	(605)
Eielson A.F.B.:	2,250	109
FNSB School District:	8,979	415
Ft. Wainwright:	1,060	49
Immaculate Conception:	237	10
Monroe High School:	151	18
Seventh Day Adventist:	9	1
Willow Ptarmigan:	15	3
SCHOOLS OF AREA B		
RAILBELT:	(540)	(43)
Anderson:	130	10
Brown's Court:	12	2
Cantwell:	12	2
Nenana:	231	18
Tri-Valley (Healy):	155	11
HIGHWAY:	(1,076)	(65)
Delta Junction:	442	24
Dot Lake:	9	1
Eagle:	18	1
Ft. Greeley:	323	15
Northway:	83	6
Tanacross:	11	1
Tetlin:	25	1
Tok:	180	15
Paxson:	10	1

SCHOOLS OF AREA B - continued	Students	Teachers
FT. YUKON AREA:	(341)	(50)
Arctic Village:	40	2
Beaver:	33	2
Birch Creek:	10	1
Chalkyitsik:	24	2
Circle:	15	1
Fort Yukon:	198	16
Venetie:	21	1
TANANA AREA:	(334)	(56)
Allakaker:	45	2
Anaktuvuk Pass:	34	2
Bettles Field:	10	1
Galena:	131	11
Hughes:	24	2
Huslia:	46	3
Kaltag:	65	4
Koyukuk:	45	2
Manley Hot Spring:	10	1
Minto:	48	2
Nulato:	129	10
Rampart:	13	1
Ruby:	40	2
Stevens Village:	15	1
Tanana:	179	12

NORTH/NORTHWEST	STUDENTS	TEACHERS
TOTAL	(3921)	(238)
Ambler:	56	3
Barrow:	695	43
Barter Island:	42	2
Brevig Mission:	26	2
Buckland:	36	2
Deering:	24	2
Diomede:	40	2
Elim:	56	3
Gambell:	61	3
Golovin:	16	1
Kiana:	62	4
Kivalina:	67	5
Kobuk:	16	1
Kotzebue:	406	21
Koyuk:	40	3
Noatak:	74	5
Nome Elementary:	578	33
Nome/Beltz:	366	28
Noorvik:	154	10
Point Hope:	122	6
Savooga:	34	2
Selawik:	171	10
Shaktoolik:	49	2
Shishmaref:	85	5
Shungnak:	53	3
St. Michael:	49	3
Stebbins:	41	2

NORTHERN ALASKA ASEIMC SERVICE AREA

(Region north of the)
63rd parallel


Barter Island
Wainwright
Pt. Hope
Anaktuvuk Pass
Arctic Village
Kivalina
Noatak
Kotzebue
Kiana
Noorvik
Kobuk
Bettles
Venetie
Shungnak
Ambler
Shishmaref
Selawik
Allakaket
Ft. Yukon
Chalkyitsik
Diomede I.
Buckland
Hughes
Beaver
Wales
Deering
Huslia
Stevens Village
Circle
Brevig Mission
Rampart
Teller
Tanana
Minto
Fairbanks
Eagle
White Mtn.
Elim
Koyuk
Koyukuk
Eielson
Gambell
Nome
Manley
Nulato
Galena
Nenana
Ft. Greely
Big Delta
Golovin
Shaktolik
Kaltag
Ruby
Savoonga
Healy
Dot Lake
Tanacross
Tok
Stebbins
Unalakleet
St. Michael
Cantwell
Paxson
Northway
SOUTH CENTRAL ALASKA
Anchorage
Juneau
S.E.
ALASKA

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NORTH/NORTHWEST (cont.)	Students	Teachers
Teller:	60	4
Unalakleet--Covenant High:	99	11
Unalakleet--Day School:	178	10
Wainwright:	120	4
Wales:	22	2
White Mountain:	23	1

b. Population:
(1) total teachers in Area A = 605
(2) total teachers in Area B = 452
(3) teachers served in Area A = 175
(4) teachers served in Area B = 82

c. Types of services provided:
(1) M & M
(2) library materials
(3) information and dissemination
(4) material retrieval system
(5) teacher training
(6) material use evaluation

d. Description of materials collection:
(1) miscellaneous

2. Juneau ASEIMC
Greater Juneau Borough Schools
Harborview Grade School
1250 Glacier Avenue
Juneau, Alaska 99801

a. Service region:
All schools in Southeast Alaska from Yakutat to Ketchikan

b. Population served:
Approximately 500 identified handicapped school children

c. Types of service provided:
(1) M & M
(2) library materials
(3) information and dissemination
(4) material retrieval system
(5) production
(6) workshops
(7) catalog
(8) prescriptive service

d. Description of materials collection:
$22,000 worth of various materials most of which are plugged into PMRS

3. Anchorage SC-ASEIMC
605 West Fireweed Lane
Anchorage, Alaska 99503

a. Service region:
   - (1) Mat-Su Borough
   - (2) Kenai Borough
   - (3) Anchorage Borough
   - (4) SOS On Base
   - (5) Cordova City Schools
   - (6) Valdez City Schools
   - (7) Brostol Bay Borough
   - (8) Dillingham City Schools
   - (9) Kodiak Island Borough

b. Population Served:
150 special services teachers, various regular education teachers serving exceptional children, approximately 1100 children.

c. Types of services provided:
   - (1) dissemination of instructional materials .
   - (2) prescriptive assistance
   - (3) workshops
     - (a) assessment techniques
     - (b) materials utilization
   - (4) communications
     - (a) words of media
     - (b) catalog
   - (5) ancillary services
     - (a) talking book program

d. Description of materials collection:
Our materials are basically a collection of supplementary audio visual materials relating to the basic learning skills and other areas dictated by special services programs. It includes approximately 2400 separate units which are available to all special services personnel.

e. Populations of handicapped children served within each ASEIMC service region:
   - (1) early childhood
   - (2) TMR, EMR, ED, LD, ELP, OH
   - (3) hearing impaired
   - (4) partially sighted
   - (5) multiple handicapped
   - (6) minority groups
   - (7) Indian, Chicano, Eskimo

There are areas not presently being served by the above. Plans for developing centers to service these areas are covered in the Alaska State Plan for LRCs.

C. Coordination with Other Agencies:

At the present time there exists a pool of special service resource personnel throughout the state. The composition of this pool includes personnel from the following agencies:

1. Deaprtment of Education
2. Department of Health and Social Services
3. Bureau of Indian Affairs
4. State-Operated Schools
5. Local Educational Agencies

D. Evaluation

1. SEA Evaluation Procedures

   a. Projects submitted for review by ASEIMCs are processed by the Department of Education by two specific staff groups:
   (1) Instructional Services staff
   (2) Federal Programs staff
   Technical (i.e., fiscal/procedural) components are evaluated by staff members. Specific attention is paid to the structure and relative completeness of each project (ref. USOE/BEH guidelines, regulations, etc.)

   b. In collaboration with a) Federal Programs staff, DOE, and b) Instructional Services staff, DOE, project applications are reviewed and critiqued. Approval, tentative approval and/or rejections are noted. A follow-up cover letter is prepared outlining recommended revisions. In most cases one or both of the DOE consultants are involved in follow-up, on-site visits at which time direct observation, LEA staff meetings and contacts with project directors are realized. DOE consultants make periodic on-site visits to LEA special education programs, statewide. Contact with local administrative and instructional staff include a) interviews, b) classroom visitation, c) school board meetings, d) parent group meeting and e) group sessions with special education teachers. A continuous effort is made to determine the relative impact/effectiveness of program components supported by federal, state and local funds.

2. Internal Evaluation

   The centers' plans state that annually the ASEIMC will be evaluated to indicate the extent to which center objectives have been met. These data are needed for essentially two reasons: (1) program growth and improvement, and (2) program support.

3. Impact Evaluation - External

Periodically, on-site evaluations will be conducted by a third party team to evaluate the extent of impact center services have upon the clients they serve. The most recent impact evaluation was completed in May 1974. The conclusions of each center's evaluation follow.

a. A high level of services, qualitatively and quantitatively, is being delivered to the teachers via very limited human resources. Since the Methods and Materials Specialist (M & M) is the major contact between the field and the center and since the consultative services are so well received, this appears to be ample data to justify an increase in M & M personnel, especially personnel who can provide consultative services to out-of-Anchorage teachers.

b. The quality of the service is closely identified by the teachers with the capabilities of the personnel delivering those services. Should additional, or new staff be employed, it would seem wise that such persons be particularly well qualified to perform all M & M functions, i.e., knowledge of a variety of materials, have prescriptive diagnostic skills, experience in working with both handicapped and non-handicapped children and ability to work with teachers and administrators. There doesn't appear to exist much room for error in this regard due to the personal nature of the service and the limited size of the center staff.

c. Existing M & M services as well as existing responsibility to provide other services to the 9 communities within the South Central Alaska service region appears to be utilized to capacity. In light of this, one would want to question the advisability of expanding the areas to receive services without additional staff.

d. ASEIMC services to the field are highly regarded by the teachers. The data strongly suggests that these services are viable, well worth continuing and even worth expanding. The cost effectiveness of these services could be easily derived, and it is suspected that the results would indicate that the program is economically justified.

e. The impact of services at the classroom level appears to vary considerably with the greatest impact resulting within the Anchorage Borough School District. This apparently is the result of a high level of personal contact between the center's staff and the teachers in the field.

f. The impact of services to both Anchorage teachers and out of Anchorage teachers was evident in all the services they received. The greatest impact, however, resulted from 1) delivery of materials to the classroom, 2) personalized help to teachers from the ASEIMC staff and 3) Newsletters.

g. Most of the teachers' comments on "request for specific services" and "recommendations for changes in service" came from teachers out of the Anchorage district. It would appear that special attention should be given this group in the delivery of services to fit their needs.

Fairbanks - Conclusion of Impact Evaluation, May 1974

a. A high level of service, quantitatively and qualitatively is being delivered to special education teachers within the Fairbanks school district. The Methods and Materials Specialist (M & M) is the major contact between the field (Fairbanks district) and the center.

b. The quality of the service is closely identified by the teachers with the capability of the personnel delivering these services. Should additional or new staff be employed, it would seem wise that such persons be particularly well qualified to perform the M & M function. (Knowledge of a variety of materials, have prescriptive/diagnostic skills, experienced in working with both handicapped children and non-handicapped children, ability to work with teachers and administrators). There doesn't appear to be much room for error in this regard due to the personal nature of the service and the limited size of the staff.

c. ASEIMC services to the field are highly regarded by the teachers. The data strongly suggests that these services should be continued and even expanded (teachers requests for more workshops and assessment/programming services).

d. M & M services appear to be negligible in SOS even though each SOS district has employed a special education consultant, whose job description is very similar to the M & M. These consultants have only the vaguest information as to how they can effectively utilize the service of the center in their districts and apparently no plans for coordinating and cooperating with the ASEIMC to receive services other than the newsletter and materials borrowing privilege. There needs to be a more aggressive effort to involve SOS consultants in the planning of yearly ASEIMC programs.

e. The impact of services at the classroom level in Fairbanks appear to be considerable in all areas of services. Data suggests that teachers actually make use in their classrooms of materials, publication and services delivered from the center. The one area that appeared weak in the evaluation was "referral of teachers to other agencies for help." More study is needed on this item to determine the reasons for its limited use. (It may well be that teachers seldom require this service.)

Juneau - Conclusions of Impact Evaluation, May 1974

a. The center has a high degree of viability with most services being delivered to teachers within the Juneau district. All teachers contacted indicated they knew of the center and had used its services. Services most used by teachers were materials and newsletters, yet comments received from users indicated a desire for more personal contact and workshops. It appears that a direct relationship exists between the nearness of a teacher's classroom to the center and the service he/she received. Most frequent services were received by the Harborview schools and Henri House and less services received by the school on Douglas Island, Auke Bay and the out-of-Juneau schools. It appears that personal contact was made only one time during the year with out-of-Juneau teachers.

b. The quality of the services delivered is closely identified with the capabilities of the personnel delivering those services. Teacher comments (76%) indicates a need for change or additional services. Should additional or new staff be employed to meet these requests, it would seem wise that such persons be particularly well qualified to perform all the Methods and Materials Specialist functions, i.e. knowledge of a variety of materials, have prescriptive/diagnostic skills, be experienced in working with handicapped children and also with non-handicapped, ability to work with teachers and administrators. There doesn't appear to exist much room for error in this regard due to the personal natures of the services and the limited size of the staff.

c. The services received from the center and the center staff are highly regarded by the teachers. The data strongly suggests that these services are viable and well worth continuing, but that additional professional services, i.e., workshops, demonstrations, updating collection, in-class assistance need to be available. With only 24 special education teachers to be served in Juneau and with Juneau teachers also having available expert assistance from an able, well trained director of special education it would appear that greater attention could be given the needs of out-of Juneau teachers.

d. The impact of services at the classroom level appears to vary considerably with by far the greatest impact resulting within the Juneau district. The impact of services appears to be in direct relationship to the skills of the personnel delivering services. The data suggest that all services were utilized to a significant degree, but that the greatest impact occurred in the searching out of materials for teachers and in the newsletters the teachers received.

	Used by % of Teachers	
Service	Juneau	Out of Juneau
In-class assistance	63%	100%
Materials	100%	80%
Workshops	50%	0%
Newsletters	100%	80%

e. The center staff responded to all recommendations of the Title VI evaluation team in a satisfactory manner.

f. The Juneau center's internal evaluation was prepared and submitted by the center staff. Data submitted indicated that a total of 2,232 pieces of materials were lent to the teachers with Juneau teachers receiving 1,494 (66.9%) pieces. The center was able to complete 65.6% of their objectives with only 15.6% not completed.

Item	Anchorage	Fairbanks	Juneau
Number of children identified as handicapped	1700	848	240
Number of handicapped children served by center	1000	785	175
Number of special education teachers	120	113	78
Number of special education teachers served by center	150	140	31
Number of years center in operation	3	6	3
Number of staff members - FTE	4	2	2
Number of materials in collection	2414	513	2000
Value of Collection	$50000	$10000	$25000
Annual circulation of materials	6574	6925	2157
Number of workshops held	48	13	5
Number of teachers trained	645	475	63
Federal funds	78000	20000	20359
State funds			
Local funds	37140		7166

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American Samoa

I. History of ASEIMC Development in American Samoa

A. Need for the establishment of a center as listed in American Samoa Plan for Associate Special Education Instructional Materials Center, December, 1972, were identified as the following needs which could be met by an ASEIMC:

1. There is presently an inadequate supply of instructional materials available for handicapped. Particularly, culturally relevant materials are needed to support instructional programs for the deaf and hard of hearing, the blind and vision impaired, the mentally retarded, the speech impaired and for children with extreme learning problems.

2. Handicapped learners need materials that are different from the materials used by non-handicapped learners (educsational T.V. is a primary instructional material for elementary and secondary students), especially materials that are culturally relevant and self instructional.

3. There is a need to train teachers of handicapped learners in selecting, analyzing and utilizing instructional materials.

4. Teachers of the handicapped need skills in prescribing materials based on an educational assessment of the child's learning deficit.

5. A central depository needs to be developed from which teachers can obtain assistance in developing, modifying, and utilizing instructional materials to meet the needs of the handicapped learner.

6. There is a need to train teachers of the handicapped to use current methods of instructional technology in delivering services to children, particularly technical assistance in programs for the deaf and hearing impaired, blind and vision impaired, crippled and retarded.

7. There is a need to train teachers to use instructional materials appropriately.

8. There is a need to develop a delivery system to get the materials from the center into the classroom.

B. Initial Implementation

The ASEIMC in American Samoa serves both a "state" and a "local" function since the entire territory is served by a single school system. In concert with the Director of Special Education, a proposal for an ASEIMC was written in September, 1972; the actual planning for the center was begun in December, 1972, and in February, 1973, an operational plan was written.

The initial interest in the establishment of an ASEIMC in Guam was generated by the NWSEIMC during fiscal year 1970 with the hope that it would be operated by the end of fiscal year 1971. This hope, however, was not realized until fiscal year 1973.

C. Planning and Development

From its inception, the ASEIMC on American Samoa has attempted to provide instructional support services to handicapped children by making available special instructional materials and equipment to handicapped children, their teachers and their parents and by providing training to teachers of handicapped children in the appropriate utilization of instructional materials.

Since becoming operational, as stated in the 1974 ASEIMC Technical Assistance Report, support from the ASEIMC has been primarily professional, in the form of direct in-class assistance to teachers, with materials support being the next prior item. This circumstance is noted in page 7 of the Technical Assistance Report, items D and F under Conclusions and Recommendations:

> D. The human resources of the ASEIMC are substantially more visible than the materials resources. At the present time this seems to be the most logical approach since the classroom teachers need training in basic instructional skills, the kinds of skills that are necessary before instructional materials can be used adequately.
>
> F. In light of teacher skills in individualizing instruction and with their increased sophistication with instructional methodology, early consideration should probably be given to providing teachers with a greater array of instructional materials, accompanied with training in the appropriate use of those materials.

II. Present Status of Centers

A. Development of State Plans

As noted above (1.B.) center planning was completed in December, 1972. This was done in cooperation with the Northwest Regional Special Education Instructional Materials Center as a part of its technical assistance relationship with the states within the Northwest Region. As an integral part of planning, an annual statement of center objectives and activities is written. These statements represent an updating of previous center objectives and activities based on center experience and derived through center evaluation procedures. The center objectives contained in the state plan are reproduced below.

Tentative objectives for 1980:

1. By 1980, 100% of special education staff will know the location and needs of all exceptional children ages 3 through 21.
2. By 1980, all special education classroom teachers will have been trained by ASEIMC staff in the utilization of instructional materials and assessment devices.

3. By 1980, all ECE, ABE, hospital personnel, special education advisory council and parents of exceptional children will have been informed of ASEIMC programs.

4. By 1980, a fully operational ASEIMC will contain culturally relevant instructional materials for exceptional learners.

5. By 1980, a delivery system will make materials and services available from the ASEIMC to 95% of the identified exceptional learners and their teachers and parents.

6. By 1980, the ASEIMC will have available appropriate assessment devices which will assist teachers in devising appropriate instructional programs for their students.

7. By 1980, the ASEIMC will provide to teachers and exceptional children culturally relevant tests.

Tentative Objectives for 1975:

1. By 1975, ASEIMC staff and teachers will begin to develop culturally relevant instructional materials for grades 7 through 9 focusing on language arts.

2. By 1975, the ASEIMC will be providing materials, equipment and related services to 20% of the identified exceptional children in 50% of the elementary schools, 50% of the high schools, and 20% of EBE and ABE.

3. By 1975, the ASEIMC will have developed culturally relevant basic skills assessment devices for children in grades 10 through 12.

Tentative Objectives for 1974:

1. By 1974, the ASEIMC will hve necessary instructional materials to support the special education summer training program.

2. By 1974, the ASEIMC will have developed a delivery system for materials and services to 30% of the elementary schools, 15% of the high schools and 10% of the students in ECE and ABE.

3. By 1974, the ASEIMC will deliver services to 100% of identified deaf children.

4. By 1974, the ASEIMC will have provided hearing aids to all deaf children needing them.

5. By 1974, an ASEIMC advisory council will be formed.

6. By 1974, the ASEIMC and special education council, the NWSEIMC personnel, Northwest Regional Education Laboratory personnel, and personnel from the National Center for Educational Media and Materials for the Handicapped will begin developing culturally relevant materials for grades 1 through 6.

B. Development of Individual Center Plans

Since the ASEIMC on American Samoa is both a state and local function, state planning, at present, is sufficient for both levels of operation. Although there exists no immediate plan to develop another ASEIMC in the Territory, there may be a need to develop a center on Manna in the future. Subsequent state planning will provide for this expansion.

1. Scope of the ASEIMC services

Teachers and parents of exceptional children on Samoa have the following services available to them:

a. Direct in-class (at home) assistance.
b. Information, via newsletter and memos, about services and materials.
c. Materials loan.
d. Teacher (Parent) training.

2. Geographical area served

The ASEIMC provides services on the main island only. Should other islands be served in the future, such services will probably be provided subsequent to the establishment of new centers on those respective islands.

3. State of financial self-sufficiency

The ASEIMC is funded 100% by federal monies. No local support is available on other than an in-kind basis (it is estimated that $1200 per year in-kind local support is given via space provided to the ASEIMC).

C. Evaluation

1. Plan for Evaluation

The center plan states that annually (preferably by August 31), the ASEIMC will be evaluated to indicate the extent to which center objectives have been met. Evaluation data are needed for essentially two reasons: 1) for program growth and improvement; and 2) for program support, The following types of data will be collected:

a. Patron response data related to instructional materials and equipment.

b. Teacher response data related to in-service training activities.

c. Demographic data indicating numbers of children served, rate and frequency of materials usage, services rendered according to handicapping condition, and numbers of school personnel attending an in-service training program.

d. All data will be collected and organized in a manner which will enable program planners and administrators to make appropriate and defensible decisions regarding program improvement and support.

e. Evaluation will be the responsibility of the director of the ASEIMC staff, and with technical assistance from the NWSEIMC and other available sources.

f. The annual evaluation report will be approved and submitted by the director of the ASEIMC. Three copies of the report will be submitted to the NWSEIMC. The report will be written by either the director of the ASEIMC or by someone to whom the director delegates that responsibility. Technical assistance in writing the report is available from the NWSEIMC and/or other sources.

2. Impact Evaluation - External

Periodically, on-site evaluations will be conducted by a team composed of persons from the NWSEIMC, the Department of Education, Government of American Samoa, and other persons if so designated by the director of special education, Government of American Samoa. An Impact Evaluation was conducted during April 29 through May 3, 1974.

3. Quantative Evaluation - Internal (1973-74)

Item	
Number of children identified as handicapped	322
Number of handicapped children served by center	232
Number of special education teachers	17
Number of special education teachers served by center	16
Number of years center in operation	2
Number of staff members - FTE	1.00
Number of materials in collection	300
Value of collection	$2200
Annual circulation of materials	110
Number of workshops held	12
Number of teachers trained	73
Federal Funds	$13500
State Funds	---
Local Funds (in-kinds for building)	$1200

Guam

I. History of ASEIMC Development on Guam

A. Need for the establishment of center.
As stated in Guam Plan for Special Education Instructional Materials Centers, January, 1973, the following were identified as needs which could be met by an ASEIMC:

1. Culturally relevant instructional materials are not presently available on Guam in sufficient quantity to meet the needs of exceptional children. (Development)
2. Some teachers do not have expertise in identifying specific learning and social problems in order that specific instructional materials may be utilized for solving the identified problem. (Training)
3. Some teachers do not have expertise in utilizing specialized materials with exceptional children. (Training)
4. Proper physical facilities and equipment (playground, therapeutic) are not available for orthopedically handicapped children and young adults in Guam. (Delivery)
5. Some materials developed by projects within DOE and by the University of Guam are not appropriate in their present form for handicapped children. (Development)
6. Adequate instructional materials and programs are not readily available for the gifted student. (Delivery)
7. Some materials developed by various centers and agencies in Guam are not readily available to teachers of exceptional children. (Delivery)
8. Specialized materials (such as captioned films) are not readily available for deaf-blind students. (Delivery)
9. Data is not available to show how materials improve the performance of exceptional children. (Research)

B. Initial Implementation

The following historical sketches taken from the 1973 state Plan review the initial events that led to the implementation of ASEIMC services to the public schools through the Department of Education (DOE/SEIMC), and to the University of Guam Teacher Education Program through the Curriculum Resource Center (CRC/SEIMC).

DOE/SEIMC

Prior to 1969, there were 29 special education classes within the Guam Public Schools. Due to the lack of relevant materials geared to the need of these students, the idea of establishing a media center was realized. The needs were established based upon the fact that classroom teachers within the area of special education were constantly searching for supplemental materials to reinforce their classroom instruction. As a result, a media section of the LRC was set aside to house scuh accumulated specialized materials for the classes within the school system.

On June 9, 1969, the Director of the Learning Resource Center (LRC) requested that the 15% of the set aside funds, ESEA, Title III, be utilized for the maintenance and acquisition of materials to be housed in the special section of the special section of the LRC. The position of SPC, Multi-Media, was not clearly defined.

Administrative problems, plus the restrictive space, provided by the LRC presented a number of internal problems which limited the operation of the beginnings of the Center. As a result of evaluative findings, it was recommended that the operation of the multi-media center be more adequately defined and that additional space, materials and personnel be provided under a separate operation totally free of the LRC. It was at this time that the Center became a part of the newly established Special Education Section, Instructional Division. There was an established council for the purpose of advising the SPC of the intents and objectives of an innovative program to be devised under ESEA, Title III, 15% set aside funds for the Education of the Handicapped children. An independent evaluator was engaged to determine the need for the facility and the long range plans to be developed for expansion, as well as the effectiveness of the on-going program.

The restrictive space problem within the LRC forced the DOE to search out for a larger facility for the office of the Associate Superintendent, Special Education. The last move to the second floor of the Quan Building has been the giant step in the development of a physical facility. Prior to this time, it was an operation of a Director, placed within the office of the Associate Superintendent, Special Education, with the actual operation still left under the overall direction of the Director, LRC. In other words, two clerks, one acting as a librarian and the other for general office duties were housed at LRC. It was obvious that clerks and a Center, without direct supervision, can NOT function at the maximum, nor can they serve under two supervisors. This sort of arrangement, which for all intents and purposes was a step in the correct direction, presented many problems relative to teacher use of the facility. Within the confines of the LRC, there was no place for display of materials, demonstration of equipment was an impossibility, and previewing of films was nonexistent. Since the consumer of our product is the child within the classroom, we were all aware of the need of expansion to an area where adequate space was available and centrally located for the use of all special education teachers, including adequate off-the-street parking. This, we feel, has been accomplished to a great degree in the Quan Building.

CRC/SEIMC

The initial instructional materials collection was largely destroyed by Typhoon Karen in 1962. In 1968 the College of Education re-established an instructional resource collection for the teacher training students and faculty. During College of Education re-establishment, the Curriculum Resources Center, as such, began its operation in October of 1969.

The initial task was to collect materials that were in many places throughout the College of Education and process them for circulation. There were also a few new complimentary materials that had been solicited by Dr. Walker. Additional emphasis was on obtaining curriculum guides from each of the states, soliciting complimentary materials from educational publishers and requesting free and inexpensive materials.

In November 1969, affiliation of the COE/SEIMC and NWSEIMC was discussed by the Dean of the College of Education, the President of the University of Guam and representation of the NWSEIMC.

The CRC was originally located in the RFK library. This space, (about 500 sq. ft.) besides being out-of-the-way, was rapidly outgrown. In February, 1971, the CRC was expanded to 1,000 sq. ft. by moving to its present location - B127. Additional shelves were built and nine study stations were added. The juvenile collection from the RFK library was added to the CRC collection at this time.

This fall the CRC again had to be expanded to make room for the growing collection. This addition of 500 sq. ft. and the remodeling is nearly completed.

C. Planning and Development

From the outset, planning and development activities of the ASEIMCs in Guam have centered on the collection, development, evaluation, and dissemination of appropriate instructional materials for all exceptional children, the utilization of these materials, and the research on instructional support services. To achieve these, planning and development have attempted to establish and maintain a strong delivery system which has addressed itself to providing, at both the pre- and in-service levels:

1. In-class assistance to teachers of the handicapped.
2. Information about media, materials, and instructional methodology relevant to teaching the handicapped.
3. Training of special education personnel and parents on the appropriate use of instructional materials and media.
4. For loan, a collection of annually updated instructional materials.

II. Present Status of Centers

A. Development of State Plans

In January 1973, a comprehensive state ASEIMC plan was developed by a committee composed of representatives from DOE, including a teacher of the handicapped, faculty from the University of Guam, and staff from the

LRC. Staff from the NWSEIMC also assisted in writing the plan. The purpose of the plan was to provide both long and short range goals, objectives and efficient services for all exceptional learners on the island. To systematically accomplish this, the following objectives were written.

Objectives 1980

Delivery System

1.0 By 1980, instructional materials will be readily available* in adequate supply for 100% of identified exceptional students (including the gifted).

*Delivery to classroom within 24 hours of request

Training

2.0 By 1980, 70% of teachers of exceptional students will have demonstrated competency in identifying specific learning problems and in selecting and utilizing instructional materials and equipment for exceptional learners; 100% of parents of handicapped children will have been informed about training and 80% will have received training in the use of materials.

Development

3.0 By 1980, locally adapted materials will have been developed and tested in the areas recommended by a needs assessment for exceptional students grades K-12.

Research

4.0 By 1980, a system will have been developed and implemented to collect data on the efficacy of instructional materials with exceptional students.

Objectives 1975

Delivery

1.1 By June 30, 1974, plans will have been developed for adding materials for the gifted, orthopedically handicapped, deaf, and blind to the collection

1.2 By June 30, 1974, plans will have been developed to provide direct delivery of materials to all classrooms on at least a bi-weekly basis or upon request.

Training

2.1 By June 30, 1974, the University of Guam will have intensified training of prospective special education teachers in identifying specific learning problems and in selecting and utilizing instructional materials and equipment for exceptional learners.

2.2 By June 30- 1974, DOE and University of Guam personnel will have received training packages in order to train teachers in identifying specific learning problems and in selecting and utilizing materials and equipment for exceptional learners.

2.3 By June 30, 1974, 100% of parents of handicapped children will have been made aware of training programsin use of relevant materials and 30% will have received such training.

Development

3.1 By June 30, 1974, a needs assessment regarding locally adapted materials will have been initiated.

Research

4.1 By June 30, 1974, the ODE and University of Guam will begin to collect user data on instructional materials for exceptional learners.

B. Development of Individual ASEIMC Plans

As detailed above (I.C.), services of the ASEIMCs are contained within the following:

a. in-class assistance to teachers

b. information about media, materials, and instructional methodology

c. training of special education personnel and parents in the appropriate use of instructional materials and media

d. a collection of annually updated instructional materials available for loan

Below is a detailed treatment of each area of the two ASEIMC workscopes.

DOE/SEIMC	CRC/SEIMC
Materials Collection	Materials Collection
1. Circulate professional materials for pre-service and in-service training.	1. Circulate professional materials for pre-service and in-service training.
2. Circulate instructional materials for direct classroom use by exceptional children and their teachers.	2. Circulate instructional materials (child use) for pre-service training.
3. Inventory and catalog materials.	3. Restricted use of instructional materials by teachers subject to University training needs.
4. Publicity regarding SEIMC services	4. Inventory and catalog materials.
5. Retrieval/information services.	5. Publicity regarding SEIMC services.

DOE/SEIMC	CRC/SEIMC
6. Collect and circulate student and teacher-made materials.	6. Collect student-made materials.
Training	Training
1. Conduct workshops for teachers, teacher aides, para-professionals, and school administrators.	1. Provide pre-service training.
2. Utilize educational public broadcast for training.	2. Conduct workshops for University professors, students, and administrators.
Development	Development
1. Refer to LRC for production.	1. Encourage students and faculty to develop materials.
2. Assist teacher in developing materials.	2. Assist students and faculty in developing materials.
3. Coordinate with the Trust Territories for development of instructional materials.	
Research	Research
1. Collect data on use of materials and other Center services.	1. Collect data on use of materials and other Center services.
2. Evaluate services at SEIMC.	2. Evaluate services at SEIMC.

2. Geographical Area Served

The DOE/ASEIMC serves all public school teachers in Guam who work with handicapped children, and parents of those children. The CRC/ASEIMC serves only the teacher training programs at the University of Guam.

3. State of Financial Self-Sufficiency

DOE/ASEIMC

Prior to fiscal year 1973-74, the ASEIMC was supported by ESEA Title III, 15%, at approximately $27,000 per year, and by approximately $12,000 DOE funds for the salary of the coordinator. Beginning with fiscal year 1974, an alternate source of federal funds has supplied $14,892, with state support being raised to $16,399. At the time of this writing, it is planned that funding of the DOE/ASEIMC will soon become the sole responsiblity of the DOE.

CRC/ASEIMC

From its inception, the CRC/ASEIMC has been funded through the University of Guam College of Education budget. During fiscal year

1973 approximately 25% of the CRC/ASEIMC materials funds were used for the ASEIMC component of the total CRC function, though this percentage varies from year to year depending on the needs of the Special Education program at the University. For fiscal year 1974 this amounted to $8,800, not counting in-kind support for space occupied by ASEIMC materials and functions.

C. Evaluation

1. Plan for Evaluation

Both ASEIMCs have been evaluated furing fiscal year 1973 and fiscal 1974, with assistance from the NWSEIMC Evaluation Specialist. During fiscal year 1971, Mr. Harper, a public school administrator in Guam, conducted an evalution of the DOE/ASEIMC. Center planning has allowed for the updating of evaluation plans and procedures.

The primary purpose of evaluation, as stated in the 1973 plan, is to "improve SEIMC services in order to insure that adequate materials services are provided for all exceptional children in Guam and to their teachers, parents and others working with the handicapped."

2. Impact Evaluation - External

The first and only impact evaluations of either ASEIMCs on Guam were conducted during fiscal year 1974 by the Evaluation Specialist of the NWSEIMC. The conclusion drawn from the data gathered during those evaluations are reproduced below.

DOE/ASEIMC

A. The ASEIMC appears to provide a worthwhile service to teachers.

B. The ASEIMC does have impact and the capacity to function as a ch change agent, as evidenced, particularly, by IV B & C above.

C. Judging from teachers' comments, it seems that the ASEIMC services could be improved, particularly by:

1. Involving classroom teachers in the identification and election of instructional materials.
2. Increasing the variety of materials.
3. Conducting a materials needs assessment.
4. Holding more rap sessions and/or mini-workshops.
5. Coordinating to a greater extent the DOE/ASEIMC collection with the U of G/CRC collection.

D. There seems to exist a feeling among teachers that they would like to get better acquainted with one another, share ideas, achieve some identity as a group, and have some input into the

the decisions that are made about the ASEIMC (and about special education).

E. There appears to be a need for personnel from the ASEIMC to get into the schools more often, to visit with teachers, and to become more closely involved with what goes on in the classrooms. (This conclusion is drawn more from teachers than from what was recorded on the survey instrument).

CRC/ASEIMC

A. The ASEIMC appears to function essentially as a support service of the College of Education whereby materials (child-use and professional) are circulated to students as college coursework would require.

B. For the most part, students appear to become aware of the ASEIMC in connection with college coursework.

C. Special education majors who use the ASEIMC appear to be both aware that the ASEIMC exists and have well-defined opinions a to how those services should be improvied in support of their teacher training activities.

3. Quantitative Evaluation - Internal (1973-74)

Item	DOE	CRC
Number of children identified as handicapped	898	No school aged children but 52 College of Ed.
Number of handicapped children served by center	898	Students majoring in Sp. Ed. are served by the ASEIMC
Number of special education teachers	81	3 these are the Sp. Ed. staff
Number of special education teachers served by center	81	3 of the college
Number of years center in operation	5	5
Number of staff members - FTE	3.00	1.00
Number of materials in collection	2366	3000
Value of collection	$25000	$18000
Annual circulation of materials	1585	6500
Number of workshops held	8	all training is done on a pre-service basis
Number of teachers trained	44	
Federal funds	$14892	--
State funds	$16399	8800
Local funds	N.A.	

Hawaii

I. History of ASEIMC Development in Hawaii

A. Need for the Establishment of Centers

The following need statement, contained within Hawaii's Working Plan: Special Education Instructional Materials Services, February, 1973, identifies those concerns related to ASEIMC services:

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1. Additional appropriate instructional material packages need to be provided for the estimated 3,500 moderately and severely handicapped children, ages 3 to 21.
2. An adequate delivery system is needed to make instructional materials and related services readily available.
3. Instructional support personnel trained in special education are needed to provide instructional support to special education teachers.
4. Training on current instructional materials is needed by special education teachers of moderately and severely handicapped children and youth.

B. Initial Implementation

The Hawaii Special Education Instructional Materials Center was established as a federally funded project by the Special Education Branch of the Office of Instructional Services, Department of Education. Since its inception in February, 1969, it has been affiliated with the NWSEIMC.

It soon became apparent that there was a need for " localized services, so the Special Education Branch established its first "substation" on the island of Kanai in 1970. The main, or parent center, was located in the office of the Special Education Branch, located in the Queen Emma Building, Honolulu.

Patterned after the Kanai substation, the Special Education Branch established four other substations, one each on the islands of Hawaii, Mani, Molokai, and Oahu. The respective islands assumed supervision of the substations. The parent ASEIMC on Oahu was the responsibility of a Program Specialist employed by the Special Education Branch.

C. Planning and Development

Planning and development activities have focused on the goal of developing a service delivery system which would make available appropriate materials, equipment and related services to handicapped children, ages 3-21. in the state of Hawaii.

The work scope of the total state network of ASEIMCs included:

1. Information dissemination to teachers of the handicapped about media, materials and instructional methodology relevant to the handicapped.
2. Training of special education personnel in the appropriate area of instructional materials and media.
3. Loan and use of instructional materials relevant to the handicapped.

II. Present Status of Centers

A. Development of State Plans

In February, 1973, in cooperation with the NWSEIMC, a "Working Plan" for ASEIMCs was developed. This plan was not a policy statement, but rather a set of unofficial guidelines to help give direction to program development. The objectives of the state plan are as follows:

1980 Objectives

1.1 Appropriate instructional materials packages will be made available for moderately and severely handicapped children, ages 3-21.

1.2 Each district will operate a SEIMC substation with appropriate materials and personnel under a State-approved and State-funded program.

1.4 Special education teachers of the moderately and severely handicapped will have access to a systematic in-service training program on instructional materials.

1975 Objectives

2.1 Instructional materials packages for moderately and severely handicapped children will be developed and sample kits distributed to substations.

2.2 A substation in the Windward Oahu District will be established to provide materials for special education teachers in that area.

2.3 District special education methods and materials teachers will receive in-service training on materials and equipment.

2.4 Instructional materials in-service plan for special education teachers will be implemented and evaluated.

1974 Objectives

3.1 A preliminary annotated list of promising materials for moderately and severely handicapped children will be completed.

3.2 A substation in the Central Oahu District will be established to provide access to materials for special education teachers in that area.

3.3 A state guide and media to familiarize district office special education personnel and teachers with new materials, equipment, and techniques will be developed.

3.4 A plan will be completed for in-service training of special education teachers in techniques, use and evaluation of materials and equipment.

1973 Objectives

4.1 New materials which may be appropriate for moderately and severely handicapped children will be identified and purchased.

4.2 A State guide for SEIMS substation will be developed. Substations in Honolulu District and in the Hilo complex of Hawaii District will be established.

4.3 The need for materials and training in respective districts will be assessed.

4.4 Preliminary plans for systematic in-service training geared to familiarize teachers with materials will be developed.

B. Development of Individual Center Plans

1. Scope of Services

The workscope of the ASEIMC is detailed in I.C., above.

2. Geographical Area Served

Although a network of substations eminating from a central parent ASEIMC was designed to provide services to individuals working with handicapped throughout the entire state of Hawaii, a recent change in direction has resulted in a cessation of services. As noted in the 1974 ASEIMC Technical Assistance Report prepared by the Evaluation Specialist of the NWSEIMC, "due to the decentralization of the ASEIMC from a function of, and located at, the office of the Special Education Branch, to a local district function, no ASEIMC services have been available to the teachers of Hawaii since the beginning of the (1973-74) school year."

Once the network is again operational, however, services will be available throughout the state.

3. State of Financial Self-Sufficiency

Title VI, Part B, Education of the Handicapped Act funds have supported the ASEIMC operation to date.

C. Evaluation

1. Plan for evaluation

The state plan, though presently not in effect, reads as follows:

Two general types of data would seem to be critical in effectively evaluating SEIMS operations. One set is related to 1) process evaluation which is designed to assess status of strategies utilized in attaining SEIMS objectives; and 2) the other pertains to product evaluation which show whether SEIMS is actually achieving its objectives.

Heretofore, the SEIMS has utilized patron and loan frequency data to evaluate output. With evolving objectives, these figures must be augmented with process and product indicators.

Strategy or process evaluation focuses on activities conducted to attain objectives. This type of evaluation permits timely activity modifications or changes in emphasis. In contrast, behavioral indicators are output oriented and therefore tend to show whether or not objectives were achieved.

An evaluation report by the SEIMS Program Specialist should be completed at the end of each fiscal year. The third party evaluator can assess overall SEIMS efforts, using the P.S.'s report, and making specific inquiries and investigations into areas which appear questionable.

2. Impact Evaluation - External

Due to the existing moritorium of services, no such evaluation has been possible.

3. Quantitative Evaluation - Internal (1972-73)

Item	
Number of children identified as handicapped	5216
Number of handicapped children served by center	825
Number of special education teachers	418
Number of special education teachers served by center	71
Number of years center in operation	5
Number of staff members - FTE	1.20
Number of materials in collection	5751
Value of collection	$40373
Annual circulation of materials	1267
Number of workshops held	4
Number of teachers trained	251
Federal funds	$28786
State funds	
Local funds	

IDAHO

I. History of ASEIMC Development in Idaho

A. Need for establishment of centers. The Resource Support System Plan for Exceptional Children - State of Idaho, March 15, 1973 identified the following needs relevant to the establishment and maintenance of a state resource network:

1.0 Training Needs

1.1 M & Ms at ASEIMCs do not have sufficient skills and information to work effectively with teachers of hard of hearing, the deaf, the partially sighted, and the blind.

1.2 Teachers of the exceptional are not continually kept up-to-date on the selection and utilization of instructional materials, in educational diagnosis, classroom management, and educational prescription.

1.3 Some teachers of the exceptional lack skills in teaching the exceptional.

2.0 Material Needs

2.1 The supply of appropriate instructional materials for the identified exceptional children is inadequate in many schools.

2.2 Some instructional material available in Idaho is inappropriate to the educational needs of the children.

3.0 Program Needs

3.1 Pre-vocational and vocational training of the identified exceptional child is limited.

3.2 The exceptional children are isolated in many school districts.

3.3 Administrators often do not include the exceptional in their priorities or, they give them a low priority.

3.4 Quality control and accountability is lacking in many programs.

3.5 State Department assistance is insufficient because of the small staff.

3.6 Not all identified exceptional children are served.

4.0 Identification

4.1 Districts need assistance in identifying children.

B. Initial Implementation.

Through the joint efforts of the State Department of Education, NWSEIMC, and Idaho State Institutions of Higher Education, three ASEIMCs for Idaho became a reality in 1969. These Centers are located strategically in northern, central, and eastern Idaho, due to the fact that Idaho's exceptional children are spread out over a vast, rugged, sparsely populated area.

The Inland Empire ASEIMC in northern Idaho is located in the Education Building, University of Idaho; Southwestern Idaho ASEIMC in central Idaho is located at Boise State College; and the Southeastern Idaho ASEIMC is on the campus of Idaho State University in southeastern Idaho.

The goal of these Centers is to facilitate equal educational opportunity for all exceptional children by providing the availability and utilization of instructional and learning processes and products which meet the needs of exceptional children.

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C. Planning and Implementation.

The three centers were, as stated in the 1973-74 state plan, given the purpose of serving as a base of innovative activities having a broad impact on services and programs for handicapped children in Idaho. The centers activities have included the collection and evaluation of materials, storing services, dissemination of specific curricula for handicapped students, the services of a methods and materials specialist as a consultant to classroom teachers in their respective regions, and intensive workshops on the use of materials and teaching methodology. The centers also complement and help to facilitate the existing undergraduate and graduate training programs in the area of special education at each institution.

The three centers were established as Associate Centers of the Northwest Regional Special Education Instructional Materials Center and utilize the Regional Center's resources in carrying out their goals and objectives. The Associate Centers are coordinated by a state consultant of special education and operational plans and evaluations are submitted and approved by the State Department of Education (Special Education staff) yearly.

II. Present Status of Centers

A. Development of State Plans

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In March, 1973, a task force team composed of members from the Idaho State Department, NWSEIMC and Rocky Mountain Regional Resource Center met and wrote an extensive list of objectives. These objectives were stated as both long- and short-range objectives with the primary goal of serving all handicapped children by 1980. The objectives were stated as follows:

OBJECTIVES OF IDAHO: RESOURCE SUPPORT SYSTEM

1.0 Training Objectives

1.1 By 1980 all support centers will have persons with sufficient skills and information to work effectively with all exceptional children.

1.1.1 By June 30, 1974, a plan will have been developed to provide necessary personnel, including funding, legislative changes, etc., so that every exceptional child will be adequately served.

1.1.2 By June 30, 1974, the needed skills/information required of supportive personnel will have been identified.

1.1.3 By June 30, 1974, M & Ms and other support personnel will have received instructions in selection and utilization of materials for hearing handicapped and visually handicapped.

1.1.4 By June 30, 1975, the support system plan (developed in 1974) will be initiated.

1.2 Every exceptional child will be adequately served by support center personnel.

1.3 By 1980, every identified exceptional child will be adequately served by quality instructional personnel utilizing support centers when needed.

1.3.1 By June 30, 1975, 100% of special education teacher-graduates will have the necessary skills in the utilization of support systems.

1.3.2 By June 30, 1974, 90% of special education teacher-graduates will have the necessary skills in the utilization of support systems.

1.3.3 By June 30, 1975, 90% of special education teachers in the field and 25% of teachers serving identified exceptional children will utilize the support systems.

1.3.4 By June 30, 1974, 75% of special education teachers in the field and 10% of teachers serving identified exceptional children will deal with "qualified personnel" under support systems.

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1.4 By 1980, all college/university faculties in special education, special education administrators and supervisors will be receiving continuing education to update their competencies in delivering support services to the exceptional.

1.4.1 By June 30, 1974, a plan will be developed and initiated which will provide for college/university faculty, special education administrators and supervisors continuous education to update their competencies in delivering support service to exceptional children.

1.4.2 By June 30, 1974, 80% of teacher educators in Departments of Special Education and 20% of special education administrators and supervisors will review training packages from NWRIMC for the purpose of updating their competencies in delivering supplementary service to exceptional children.

1.4.3 By June 30, 1975, 80% of college/university faculty, and State Department of Education personnel and 40% of special education administrators and supervisors will be receiving a continuous education to update their competencies in delivering supplementary service to exceptional children as indicated in the above plan.

2.0 Materials Objectives

2.1 By 1980, all exceptional children will have available an adequate supply of relevant instructional material to meet their educational needs, and those materials will be appropriately utilized in their instructions.

2.1.1 By June 30, 1974 80% of the public companies visiting the associate centers will be requested to place their materials in the center on a long-term or a permanent basis and 25 new publishing company sources will be contacted by the State Department to request placement of their materials in the center.

2.1.2 By June 30, 1975, the State Department of Education will have developed and initiated a cost-accounting audit mechanism for the utilization of monies spent on instructional materials in local school districts.

2.1.3 By June 30, 1974, the State Department of Education will request from local school districts a cost accounting of monies spent on instructional materials.

2.1.4 During 1974, each center will contact projects within their service areas and will request materials developed to be placed in the center.

2.1.5 By June 30, 1974, all federally funded programs in special education will be required to disseminate instructional materials developed to the existing associate centers.

3.0 Program Objectives

3.1 By 1980, every identified exceptional child in Idaho will receive equal priority with other children and programs.

3.1.1 By June 30, 1974, M & M specialists will contact 80% of the local district superintendents and other special education administrators to make them aware of the special needs of exceptional children.

3.1.2 By June 30, 1975, M & M specialists will contact 90% of the local district superintendents and other special education administrators to make them aware of the special needs of exceptional children.

3.2 By 1980, every identified exceptional child will be served by an educational program sufficient for his needs.

3.2.1 By June 30, 1975, the support system staff will be expanded to provide services to the "underserved" and "unserved" areas as identified by the State Department of Education. (See 1.1.1)

4.0 Identification Objectives

4.1 By 1980, every exceptional child in Idaho will have been identified and a process established to provide a continuous and current process to update identification information.

4.1.1 By June 30, 1975, all resources for providing educational services to exceptional children will be identified and a random sample permitting projected estimates of incidence of exceptional children and consumer satisfaction will be available. The above data will be analyzed for program facilitation.

4.1.2 By 1978, the process for continuous identification and tracking within a management and information system for all exceptional children will be implemented.

B. Development of individual center plans.

As noted earlier, each of the centers submit to the state department yearly working plans. The plans are written in a specific objective format.

1. Scope of service

   The plans for each center have included objectives on the following functions:

   Materials Delivery Services

   - Acquire
   - Process for circulation
   - Catalog
   - Evaluate materials
   - Develop new instructional materials
   - Adapt instructional materials

   Information Services

   - Notify about new materials
   - Demonstrate instructional materials
   - Inform teachers, parents, and others about available services
   - Locate information about services and disseminate on request
   - Inform administrators about ways to meet the state's obligation to all exceptional children

   Training Services

   - Demonstrate instructional materials
   - Train teachers to utilize materials
   - Train teachers, parents, and others in methodology, diagnosis, prescription, and identification
   - Train university personnel, administrators, and others in support systems and resources available

   Identification/Diagnosis Services

   - Assist local personnel in identifying and diagnosing exceptional children
   - Locate, develop, and disseminate needed identification and diagnostic instruments

   Prescription/Programs Services

   - Assist local personnel in developing educational prescriptions and in developing programs and utilizing instructional materials
   - Develop, demonstrate, and evaluate needed service models

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Management

Develop, implement, and maintain a management information system

2. Geographical Area Served

The State of Idaho is presently divided into three ASEIMC regions. The Southwest Idaho ASEIMC is located at Boise State University. This center covers 15 counties in southwestern Idaho.

The Southeastern Idaho ASEIMC is located at the Idaho State University, Pocatello, Idaho. This center serves 20 counties in eastern and southeastern Idaho.

The Inland Empire ASEIMC is located at the University of Idaho, Moscow, Idaho. This center services the ten northern counties of Idaho.

Topography, i.e., rugged mountain terrain with large distances between schools is a major decelerating factor in the Idaho system. Because of the size of the ASEIMC regions and small number of staff members, some exceptional children are not adequately served. There is evidence at this time, that resources have been made available to provide for planning and extention of services to meet the recognized needs.

3. State of Financial Self-sufficiency

The ASEIMCs in Idaho are supported in part through PL 91-230 Part B funds, state education appropriations, and several school district contributions. Additional funding sources have been taped which will provide for an expansion of service in the near future as well as adding stability to the program.

C. Evaluation

1. Plan for Evaluation

Each ASEIMC has been expected to conduct yearly internal evaluations based upon the objectives stated in the yearly center plans. The NWSEIMC has provided assistance with this procedure. The Idaho State Department provided three objectives on ASEIMC services for the 1973-74 year. These objectives were integrated in the 1973-74 center plans and ongoing data gathering procedures were established using the criteria for evaluation stated by the state department and technical assistance from the NWSEIMC on record keeping procedures. The 1973-74 evaluation reports were submitted to the state department by June 15, 1974.

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2. Impact Evaluation - External

A survey utilizing input from teachers and administrators has been conducted on each of the centers for both the FY '73 and FY '74 years. These evaluations have been provided as technical assistance by the NWSEIMC and the RMRRC. Periodic, on-site evaluations will continue in the future.

3. Quantitative evaluation - internal (1973-74)

Item	Boise	Moscow	Pocatello
Number of special education students to be served by center	3877	1278	991
Number of special education students served by the center	1097	864	676
Number of special ed. teachers to be served by the center	95	71	100
Number of special ed. teachers served by the center	79	48	67
Number of years the center has been in operation	6	7	5
Director - FTE	.10	.25	.10
Co-directors - FTE			
M & M(s) - FTE	1.00	1.00	1.00
Librarian - FTE		.20	.10
clerk - FTE		.20	1.00
Number of materials in the collection	4.500	699	1600
Value of collection	$150000		$16000
Annual circulation of materials	1000	856	600
Number of workshops held	18		
Number of teachers trained	384		
Federal funds	$20000	$17000	$20000
State funds	$60000	$11000	$11700
Local funds			

OREGON

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I. History of ASEIMC Development

A. Need for Establishment of Centers

The State of Oregon can be described in a variety of ways by addressing the unique and varied geography. The ideas and ways of solving problems, the politics, and the people. The need for associate or Local Special Education Instructional Materials Centers in grounded not only in the characteristics of the state and its people, but also in the instructional needs of handicapped children and their teachers.

Handicapped children need a variety of instructional materials and services to meet individual needs which are readily available to them and their teachers. Prior to the establishment of the ASEIMC Network in Oregon, materials and services were scant and poorly organized.

The needs for services in Oregon were described in a special report written in 1971 sponsored by the Educational Coordinating Council. The following recommendation is taken from this report *The Delivery of Educational Service to the Handicapped in Oregon*.

"Have operational a system of special educational programs which can be made available, on at least a part-time basis, to all handicapped individuals in the State.

Recommendations

1. A full-range of special education services should be made available to handicapped individuals within each Intermediate Education District in Oregon. There are a number of means by which these services could be provided by intermediate Education Districts, but in all cases, the expenses involved should be shared by both the districts involved and by the state.

   a. Special training in working with handicapped children might be provided for teachers in small school districts where hiring of a new special education teacher would not be economically feasible. This training could be provided during the summer months for individual teachers in districts or schools where handicapped children are to be enrolled during the following school year.

   b. Special educational services -- including home instruction programs, itinerant teacher services, and special classes -- should be established in some centrally located schools within each Intermediate Education District. These services should be provided for students with all types of physical and mental impairments.

   c. Cooperative programs involving both community college facilities and personnel and local school districts might be established by Intermediate Education Districts to aid in the provision of special educational services for adults and older children with physical and mental impairments.

d. Technical advances in educational telecommunications media might be utilized as a means of delivering special education to handicapped individuals in remote areas of the state.

B. Initial Implmentation

These needs were addressed by individuals in Oregon as early as 1968 when two Title VI Grants were written to obtain federal money to establish SEIMC's in Intermediate Education Units. Althought the grants were not funded, these same individuals in Union and Jackson counties proceded to establish centers as best they could.

Others from additional counties began to show interest with encouragement from the NWSEIMC until a formal plan was written in 1970 to form the Oregon network Board of ASEIMCs (called ONBASE) consisting of centers in Jackson, Multnomah, Harney, Union, Lane & Washington County IED Units, Bend and West Linn School Districts, and at Oregon College of Education, and Oregon State School for the Deaf.

C. Planning and Development

Since that time, the plan written by William Wright, funded by the NWSEIMC through the Oregon State Board of Education, has provided both the organization and objectives for the Oregon associate centers. Salient points of the plan included the basic desired location within IED's intended eventually to cover the state, and a description of desired services to be extended to teachers and children which included materials collection and circulation, information about materials, and inservice training. A later addition was direct programming services delivered to a teacher's classroom by a methods and materials specialist.

Planning for growth and development in Oregon centers has occurred at the ONBASE meetings as well as annual conference sessions. The concern of these meetings has been to upgrade present services; to accept new centers into the network for greater geographical coverage; and to continually re-evaluate services and objectives as they impact the education of handicapped children. At all times the Oregon Board of Education is consulted for their leadership.

One of the objectives for ONBASE was to contact all IED's in the state and advise them of the activities of the NWSEIMC and ONBASE, hoping to create the desire to establish centers in each IED or county unit. This has been done. However, the following IED units have initiated plans or needs studies but not centers: Coos Bay, Wasco, Lincoln, Yamhill, Clackamas, and Marion; and the following units remain disinterested: Baker, Lake, Multnomah, (now dropped from the original network), Tillamook, Columbia, Malheur, Grant, Jefferson, Klamath, Gilliam, Morrow, Wheeler, Curry, Josephine, and Caatsop. Thus large areas of the state lack materials center services.

In 1974, the ONBASE group met with representatives of the Oregon Board of Education, Oregon Educational Media Association (of which ONBASE is now a recognized special interest group), the Regional

Resource Center in Oregon and the NWSEIMC and decided to create an advisory committee in Oregon for future materials services coordination and planning. This move is in indication of a greater state effort to bring existing services closer together in providing assistance to the state. At the time of this report, the advisory committee had not been named, nor had specifications for its operation been drafted.

A description of the existing network of ASEIMCs in 1974 is contained in the next section.

II. Present Status of Centers

A. Development of State Plans

As mentioned earlier, the first state plan for Oregon was drafted in 1970, setting down the location of initial centers, target sites for additional centers, sample objectives and activities, and guidelines for establishing those new centers. The plan was updated annually at meetings sponsored by the NWSEIMC where past work could be evaluated, needs could be examined, and changes made for improved service.

B. Development of Individual State Plans

The following section is a series of brief descriptions of the present ASEIMC's in Oregon and an outline of the services they offer individually:

Albany

Deschutes

Douglas

Fairview

Harney

Jackson

Lane

Lewis & Clark

OCE

OSSD

PSU

Umatilla

Union

Washington

West Linn

Development of the Albany ASEIMC Plan

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1. Scope of Services

The desire to establish the Albany Associate Special Education Instructional Materials Center has grown from the increasingly apparent need for an effective means of providing exceptional children with appropriate instructional materials and services. This need is pressing in the light of existing programs and will become even more acute with the establishment of a Diagnostic Prescriptive Center serving learning disabled children in the Fall, 1974. The Diagnostic Presciptive Center will be established in District 5 as a model in conjunction with a Title VI Project at the Oregon College of Education to develop more efficient and effective delivery of services to learning disabled children.

According to the plan written by Director Marty Stevens, the following objectives outline services to be offered in addressing the needs of the Albany area children and teachers. As 1973-74 was primarily a year to set up the center, the objectives written were not accomplished. However, work continues on these same objectives:

Problem 1.1 Of the 612 identified exceptional children in the Albany Elementary Schools approximately one-third are not receiving materials specifically prescribed to meet their needs.

Objective 1.1.1 To have provided upon request direct in-classroom assistance in instructional programming to one-third of the teachers.

Objective 1.1.2 To have provided assistance in materials selection and utilization to 50% of the teachers of exceptional children in District 5 by June 15, 1974.

Problem 2.1 Approximately 33 1/3% of the identified exceptional children within District 5 do not have ready access to an adequate supply of relevant instructional materials.

Objective 2.1.1 By May 15, 1974, a card cataloging system for all special learning materials and equipment will have been devised and completed and all materials classified, cataloged and available for teacher check-out.

Objective 2.1.2 To have increased by September 1, 1974 the present inadequate collection of special instructional materials by 200 items.

Problem 2.2 There is presently no facility with the Albany Elementary School District which is suitable for housing the Albany ASEIMC.

Objective 2.2.1 By June 1, 1974, a plan will be devised and approved by the School Board for any necessary remodeling of facilities to house the Albany ASEIMC.

Problem 3.1 Support Services personnel, classroom teachers and administrators within the Albany Elementary District are not acquainted with the services available from the ASEIMC.

Objective 3.1.1 By June 1, 1974 all Support Services staff, administrators and classroom teachers within the Albany Elementary Schools will have received information concerning the services available to them through the ASEIMC.

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Problem 4.1 Materials presently available in the ASEIMC collection have not been analyzed or evaluated.

Objective 4.1.1 To devise a means of collecting user data on the utilization of instructional materials to be fully implemented during the 1974-75 school year.

Problem 4.2 The need for specific services by teachers and children has not been determined.

Objective 4.2.1 To collect data on the need for services by teachers and children by June 1, 1974.

Problem 5.1 Teachers of exceptional children in the Albany Elementary Schools have not received training in utilization of services and instructional materials of the ASEIMC.

Objective 5.1.1 To have determined the needs for inservice-training among 90% of the teachers of exceptional children in the Albany ASEIMC by June 1, 1974.

Objective 5.1.2 By June 1, 1974, all Support Services Staff will have received four hours of inservice training in areas as determined by the January needs assessment.

Objective 6.1 To plan and develop strategies for the effective operation and evaluation of the Albany ASEIMC.

Objective 6.2 To have increased competence of the ASEIMC staff by attending state, regional and national conferences and training sessions.

2. Extent of target coverage (Geographic Area)

During the 1973-74 fiscal year, the Albany ASEIMC will be centered at the Albany Elementary School District 5 Administrative Offices and will serve the nine elementary schools within District 5. Since the primary activities during **this initial year** will consist of planning and organization, the ASEIMC will **operate out of the** Support Services Department office. Materials will eventually be housed in an area adjacent to the Support Services Office.

The Albany Elementary School District 5 consists of nine schools, grades one through six, with a total enrollment of 2,073. Support Service programs for exceptional children include two classes for Developmentally Disabled, two classes for Educable Mentally Retarded, two Pre-Primary classes serving six-year old Learning Disabled children, a Title I Reading and Behavior Program serving three schools with two and one-half teachers and six aides, six and one-half Extreme Learning Problems teachers and two Speech and Hearing clinicians serving district-wide needs. The total number of children currently being served by these programs is approximately 576. Beginning in September, 1973, a staff of five will implement a Title VI Program of Classroom Management.

3. State of Financial Self-Sufficiency

At the present time, local funds from the School District are supporting three persons, (two at .25 and one at .10), a travel budget, materials budget ($1000.00), and operating costs at a total budget figure of $9,909.13. This seems adequate as a starting figure, but total services as expected and planned will require either additional funding for personnel or other plans of co-operation with existing agencies.

Development of Deschutes County Intermediate Education District ASEIMC plan

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1. Scope of Services

The Deschutes County Special Education Instructional Materials Center was developed in 1971, at the Deschutes County Intermediate Education District. It is located in the Instructional Materials Center, 515 Bond Street, Bend, Oregon. In 1970, a center was tentatively established in the Bend School District, but contracted in 1971 with the IED to extend services to the entire county.

The primary function of the Deschutes County ASEIMC has been to supply teachers of exceptional children with a ready access of valid instructional materials and services related to the exceptional child. Its objective is to provide the service region with instructional materials, in-service and pre-service training in the utilization of instructional materials, direct assistance to classroom teachers, evaluation of instructional materials, and dissemination of information.

The objectives below outline the scope of services offered by the Deschutes center:

1.1 The Deschutes County IED will provide upon request direct in the classroom assistance in child centered educational assessment, instructional program development and instructional materials utilization to all teachers in Deschutes County.

1.2 By June, 1974, 10% of the elementary teachers, 75% of special education teachers, and 5% of the secondary teachers will have had consultative service designed to enhance their skill in using materials or methods, and that 20% of this group will have received this service more than once.

1.3 The ASEIMC will provide in-service training in the use of specific instructional materials.

2.1 The Deschutes County IED will provide on loan special education instructional materials to all teachers within the ASEIMC.

2.2 To have increased by July 1, 1974, the present inadequate collection of special education instructional materials housed in the ASEIMC by 30 items and to maintain and repair the present collection.

2.3 By June 15, 1974, the ASEIMC will have requested materials or expertise from the NWSEIMC at least 30 times. Records will indicate ASEIMC satisfaction with help received 10% of the requests.

2.4 By June 15, 1974, 80% of materials in the ASEIMC collection will have been evaluated by an evaluation committee and/or selected teachers within the service area.

3.1 The Deschutes County IED will process and make available a collection of special education instructional materials and services to educators and parents.

3.2 To have provided 90% of the teachers and administrators of exceptional children within the ASEIMC service area with information concerning the services available to them through the ASEIMC by June 15, 1974.

3.3 To have provided information on materials to all who requested it within the ASEIMC service area.

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4.1 The Deschutes County IED will collect user data on the utilization of instructional materials from all teachers borrowing materials from the ASEIMC.

4.2 The Deschutes County IED will develop and provide the necessary workshop experiences to develop appropriate materials evaluation skills for teachers and administrators.

5.1 The Deschutes County IED will provide short term consultation assistance whenever requested.

5.2 The Deschutes County IED will provide periodic, short-term workshops on materials usage for all teachers and administrators in the ASEIMC.

6.1 ASEIMC Director will maintain contact with all other ASEIMC directors in the state to facilitate the state network.

6.2 The Deschutes County IED staff will prepare an adquate budget based on its written goals and objectives.

6.4 The Deschutes County IED staff will select, purchase, and process all new materials.

6.5 Select an advisory board by June 15, 1974, to help give direction to the Center.

2. Extent of Target Coverage (Geographic area)

The ASEIMC is located at 515 Bond Street in Bend, Oregon. Its primary responsibility will be to provide services to educators and parents of exceptional children in Deschutes County, which is a large area in central Oregon characterized by sparse population except in Bend proper. Some schools are isolated.

The ASEIMC functions in cooperation with the regular IMC in the IED, taking advantage of existing communication channels, cataloguing and processing procedures, and delivery service.

3. State of Financial Self-sufficiency

At this point funding is adequate for a minimal, non-aggressive operation. Additional funding would allow more direct contact with teachers, more materials, and a greater visibility for the center. The operation is, however, viable, and strongly valued and supported by local use and funding.

Development of the Douglas County Intermediate Education District ASEIMC Plan

1. Scope of Services

Initial planning for the Douglas IED ASEIMC was completed in 1971, and the center was accepted into the network that same year. However, instructional materials services are offered only on a minimal basis at this time, and the current situation does not indicate rapid growth.

In 1973-74 an educational resources consultant was funded by the Regional Resource Center in cooperation with the Oregon State Board of Education to provide identification and assessment services to Douglas County. AS in two other IED units, this consultant was to have worked with an ASEIMC to provide the full continuum of service from assessment to programming, materials and materials information and followup. In this case the consultant was successful, but no new growth resulted from the arrangement.

Center staff agree that the following function and purpose are still applicable at such time as staff and funding become available.

The primary function of the Douglas County ASEIMC located in Douglas County Instructional Media Center, is to provide teachers in that region with materials service, inservice training and consultation, development and evaluation and communication. The goals of the Douglas County ASEIMC can be viewed on two dimensions: 1) child centered, and 2) teacher centered.

I. Child centered goals:

a) to effect favorable change in school performance of children through the use of instructional materials, methods and media;

b) to increase access to a variety of selected materials with which children have contact and to enhance individualized instruction for children with learning problems;

c) to increase the amount of instructional time spent by children with materials which have special value for each child's learning characteristics; and

d) to increase the level of skill development on school tasks through the use of instructional materials.

II. Teacher centered goals:

a) to increase teachers' knowledge in instructional materials, innovative teaching techniques and methods of instruction;

b) to increase teachers' awareness and creative use of instructional methods and materials and to increase teachers' ability to effectively integrate media in an instructional program through an understanding of the relationship of behavioral objectives and the instructional characteristics of various media;

c) to increase teachers' competencies in evaluating and selecting instructional methods and materials;

d) to increase teachers' skills in developing and modifying instructional methods and materials; and

e) to increase teachers' skills in using assessment of individual children as a basis for selection and development of instructional methods and materials.

2. Extent of Target Coverage (Geographical Area)

The area bounded by the county lines of Douglas County, Oregon is the service area of Douglas County ASEIMC. Population centers are Roseburg and Reedsport; otherwise population is sparse.

Major industry for the county is lumber and wood products, providing not only a good funding base for education, but ample opportunities for vocational placement and training.

The ASEIMC will be located in a small building directly across the street from the Douglas County IED offices. Also housed in the small building are graphic services. This location concentrates IED-IMC instructional materials, ASEIMC materials, graphics services, courier services, human resources, and administration in a single location.

The space allocated for the ASEIMC will provide storage, demonstration and work area for planned activities.

Parking space and toilet facilities are provided.

3. State of Financial Self-sufficiency

At present there is no funding for the ASEIMC in Douglas County. Time from persons in Special Education and the regular education IMC is donated when they participate in SEIMC activities. No funds are formally allocated for special education materials out of the total district materials budget, although this has been discussed.

Development of the Fairview ASEIMC Plan

1. Scope of Services

The ASEIMC Center at Fairview began in 1971 in hopes of further development to first provide materials services to Fairview Hospital and Training Center residents and staff, and then to persons in Oregon providing services to the multihandicapped and severely handicapped. The second aspect of the center is yet unrealized, although the first is becoming a reality.

As the population of Fairview has changed to more severely handicapped, the need for more specific and applicable materials has evolved. The ASEIMC is planning to meet those needs.

The following objectives define the pattern of services offered:

1.0 To provide on loan special education materials to cottage residents who have inadequate or no instructional materials.
1.1 To provide supplementary instructional materials to the school population and teachers at Fairview.
2.0 To provide teachers, staff and cottage personnel at Fairview with information regarding materials available to the exceptional child.
2.1 Provide a catalog and monthly bulletin for materials information.
3.0 To provide in-service training to teachers and staff at Fairview to update their skills in the use of instructional materials in the classroom and on the cottages.
4.0 To enhance the effectiveness of the director through attending state, regional, and national conferences and training sessions.

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2. Extent of Target Coverage (Geographic Area)

The Fairview Hospital and Training Center is one of the state facilities for housing and educating retarded and cerebral palsied persons. It is located on the outskirts of Salem, Oregon.

The facility includes residential cottages, a school, and other support services and buildings to comprise a total mini-community.

The ASEIMC is located in the library of the campus school, and provides services to all staff needing help. At this time the director is working with the educational TV unit, as well as cooperating with the school materials services.

3. State of Financial Self-sufficiency

The ASEIMC is allocated funding for a full-time staff position and materials purchase and update. It seems likely to continue.

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Development of the Harney County IED ASEIMC Plan

1. Scope of Services

The ASEIMC for Harney County Intermediate Education District was informally started in 1971, as a materials delivery and loan service. Since that time, the materials function has been increased to include direct diagnostic and prescriptive services to teachers through cooperation with the four IED Extreme Learning Problems Consultants. The Harney County Center provides an excellent example of the integration of materials and materials expertise into the total delivery pattern for all special services. The goals of the ASEIMC, therefore, are primarily teacher-centered, supplementing the child-centered goals of the other IED special education programs. With ultimate benefit to the exceptional child in mind, the aim if the ASEIMC is to increase access by teachers to a variety of materials appropriate to the needs of their students, and to enhance their awareness and use of appropriate materials, techniques, and methods of instruction. To a lesser extent, because of limitations of time and equipment, teachers will be assisted in the development and/or production of materials.

The Harney County Intermediate Education District operates a number of services for exceptional and disadvantaged children. These include direct instruction and consultant services to high school and rural elementary educationally disadvantaged students and their teachers, provided by two teacher-consultants, and educational diagnostic-prescriptive services and speech therapy provided by the special education consultant. A special class for trainable mentally retarded children is operated by the IED. The IED administers a special class for educable mentally retarded children (EMR) in primary and intermediate grades, and a program for students with extreme learning problems (including EMR) which employs a learning resource teacher in the Lincoln Junior High and Burns Union High Schools. All students in Harney County are eligible for these services, 100% of the costs being equalized throughout the county.

Objectives for the Harney County IED, ASEIMC outline services offered to the county:

1.0 To cooperate with the Title I Special Reading consultants in high school and rural elementary programs, the elementary EMR resource teacher, the learning resource consultant in junior and senior high school, the math consultant and the special education consultant in providing services to children with exceptional learning characteristics.

Justification Statement

Because these programs, with few exceptions preceded the establishment of the ASEIMC, and because the latter is operated as an additional duty and funded as an extension of these programs, it is unrealistic to regard these specialists as being administratively responsible to the ASEIMC. It is likewise misleading to ignore this large component of direct service which is the major oblication of the IED consultants who are also the professional ASEIMC staff members. These services are similar to but in some instances more extensive than those provided by methods and materials specialist (M&Ms).

2.0 To make available a representative collection of appropriate instructional materials, professional literature, and purchasing information to educators and laymen working with persons with exceptional learning characteristics.

2.1 To collect, organize, and make available a wide variety of publishers' and suppliers' catalogs and brochures and other appropriate information regarding materials and equipment.

2.2 To assess needs, establish criteria, select and acquire appropriate materials to the maximum extent of available funds for the fiscal year. It is anticipated that this will be at least $500, supplemented by any available funds from Title I, ESEA.

2.3 To process holdings of instructional materials and professional literature into an organized collection which is readily usable for both browsing and circulation.

2.4 To make materials available to educators and laymen through browsing and circulation.

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3.1 To demonstrate materials and provide information about materials in the ASEIMC collection.

3.2 To acquire and disseminate both descriptive and evaluative information about materials and methods appropriate for students with exceptional learning characteristics, and provide inservice opportunities related to their use.

3.3 To expedite the retrieval of professional information through the services of an information specialist.

3.4 To provide microfiche reading equipment, instructions in its use, and develop a limited collection of microfiche.

6.1 To provide for internal planning, coordination and management, and for cooperation with the network of state and regional SEIMCs, in order to assure the function of the ASEIMC as a delivery system in support of Harney IED child-centered consultive services.

6.2 To seek alternative funding sources in addition to IED budget funds, and to fulfill the obligations attached to such funding.

6.3 To provide for internal coordination and supervision of ASEIMC activities.

6.4 To provide for the operation and maintenance of the physical plant.

6.5 To enhance the effectiveness of the ASEIMC through cooperation with the network of state and regional SEIMCs.

Specific activities for each of these entries included condition, time, and precise function of the center in working toward to stated end point.

2. Extent of Target Coverage (Geographic Area)

The service area is Harney County, Oregon, a large, rural, sparsely settled county in Eastern Oregon. 90% of the school population is located in the Burns-Hines area.

The ASEIMC is located in the IED Special Education Center, Burns, Oregon, which serves Harney County, Oregon. The chief administrative officer is A. E. Starns, the IED Superintendent, and the ASEIMC director is Mary Howden, Special Education Director.

The IED services with which the ASEIMC is integrated include, in addition to the special education and consultant services described in section one, a small IMC, portable video tape equipment for instruction and teacher self-evaluation, and duplicator, copier, and off-set printing service.

3. State of Financial Self-sufficiency

The Harney IED ASEIMC is a viable operation, taking strength from cooperation with federally funded programs and consultants, county programs, and local school monies. Although distances between classrooms and case loads are hinderances, the staff is currently capable of delivering a high level of service through careful planning and intense utilization of materials and human resources.

This center is somewhat unique in Oregon, considering high budget figures, federal funds, and personnel from the IED acquainted with the goals of the ASEIMC. However, additional funding can only improve the quality of services and materials offered to a greater number of teachers and children than now are receiving services.

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Development of the Jackson County Intermediate Education District ASEIMC Plan.

1. Scope of Services

The Jackson County Associate Special Education Instructional Materials Center was developed February 1970, at the Jackson County Intermediate Education District. Since its inception it has been located in the office of the IED. Co-directors were designated in 1970 to develop the center, and in 1971 a Methods and Materials Specialist was hired. The Methods and Materials Specialist received training from the Northwest Special Education Instructional Materials Center. The Jackson County center was one of the original centers, employing persons from special education and the regular education IMC. The new direction, to accompany a new building by fall of 1974, is to employ a full-time director of the ASEIMC who has been trained as a methods and materials specialist. A plan for the new center has not been developed.

The scope of the center services is outlined by the following major objectives, which are taken from the 1973-74 plan.

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Problem 1.1: Of the 2,300 identified exceptional children in the ASEIMC service area, 90% are not receiving materials specifically prescribed to meet their needs.

Objective 1.1.1: To have provided upon request direct in-the-classroom **assistance** in child-centered educational assessment, instructional program development, and instructional materials utilization to 50% of teachers of exceptional children in Jackson County **by** June 1, 1974.

Problem 2.1: In order to continue to provide 100% exceptional children with ready access to an adequate supply of relevant instructional materials, the ASEIMC needs to continue to maintain, upgrade, and circulate a collection of relevant instructional materials.

Objective 2.1.1 To have provided on loan by June 15, 1974, special education instructional materials to 50% of the teachers of exceptional children within the ASEIMC service area who now have inadequate or no instructional materials for classroom use.

Problem 3.1 Of the teachers, administrators, and parents of exceptional children within the service region, 95% are not acquainted with the services available from the ASEIMC.

Objective 3.1.1 To have provided 90% of the teachers and administrators of exceptional children within the ASEIMC service area with information concerning the services available to them through the ASEIMC by June 1, 1974.

Objective 3.1.2 To have provided information on materials to all who request it within the ASEIMC service area.

Problem 4.1 Services provided by ASEIMCs to users need to be evaluated for quality and quantity.

Objective 4.1.1 To have collected user data on the utilization of instructional materials from 80% of teachers borrowing materials from the ASEIMC by June 1, 1974.

Problem 5.1 Of the 50 special education teachers in the ASEIMC service region, 80% have not received adequate training in the utilization of instructional materials.

Objective 5.1.1 To have provided **inservice** training in appropriate instructional materials utilization to 80% of the teachers of exceptional children within the ASEIMC service area by June, 1974.

Objective 6.1 To have enhanced the effectiveness of the ASEIMC by planning and developing strategies for operation and evaluation.

Objective 6.2 To have increased competency of ASEIMC staff by attending state, regional, and national conferences and training sessions.

2. Extent to Target Coverage (Geographical Area)

The ASEIMC for this fiscal year will be located in the Jackson County Intermediate Education District office. The professional materials and periodicals are displayed on shelves in the ASEIMC office. The instructional materials, kits and hardware are housed on shelves within the Instructional Center. The center area for the Jackson County ASEIMC is the ten school districts of Jackson County. Its primary responsibility is to provide services to educators and parents of exceptional children who reside and work within the defined service area.

3. State of Financial Self-sufficiency:

The Jackson County ASEIMC is increasingly self-sufficient and becoming more integrated into county special education services. The addition of the full-time methods and materials specialist in 1973-74 increased visibility of the center and increased the demand for services. The M & M is now center director, and proceeding to extend services to a larger population as possible.

Funding is local and solid.

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Development of Lane County Intermediate Education District ASEIMC Plan

1. Scope of Services

The Lane County IED ASEIMC was one of the original sites chosen in 1970 for centers in Oregon. Under the direction of Marvin Wilkerson, the center functioned mainly as a materials preview operation, with examples of new commercial items and older but successful items.

The courier service of the IED has also provided a delivery link between teachers and the materials at the NWSEIMC, also located in Eugene, Oregon.

The following objectives were specified in 1972 and are still valid in the continuing effort to extend materials and information services to 100% of the teacher population by 1980.

Objectives of the Lane Intermediate Education
District Associate Special Education Instructional
Materials Center (ASEIMC)

Our Associate Center has as its objectives:

1. to acquire a broad range of educational materials for use with youth in grades 1-12;
2. to provide a catalog of available materials from commercial and private sources to Lane County teachers;
3. to provide a short-term loan distribution of materials for examination and use within the county;
4. to stimulate field assessment of instructional materials;
5. to develop instructional materials for teachers;
6. to provide a wide range of in-service training to Lane County school districts;
7. to cooperate, when possible, with other ASEIMC's to facilitate the operation of a network of ASEIMC's within the State of Oregon, and;
8. to work with the Northwest Regional SEIMC to utilize their services.

2. Extent of Target Coverage (Geographical Area)

The Lane County IED is located in downtown Eugene, Oregon and serves county area which extends from Oregon coast to the Cascade mountains. Eugene is considered a metropolitan statistical area in contrast to the majority to the county, which is sparsely populated and quite rural.

The ASEIMC is housed in a room on the second floor of an old apartment building shared by the IED and individual tenants, located at 748 Pearl Street. The ASEIMC is connected to all schools in the county by a regular courier service for materials and information.

Teachers in the county range from specialists, master teachers in handicapped areas, to small school teachers who must manage a variety of problem learners. Sophistication about materials varies widely within the county.

3. State of Financial Self-sufficiency

The Lane County IED ASEIMC is a viable, although limited, operation and receives funds budgeted form the IED to maintain a half-time clerk and to purchase and replace materials.

At this time the ASEIMC is somewhat isolated from the other IED integration with consultant and training programs.

Development of the Lewis and Clark ASEIMC Plan

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1. Scope of Services

When the Aubrey R. Watzek Memorial Library was added to the campus of Lewis and Clark College in 1968, a central portion of its second floor was set aside for the A. B. Smith Memorial Curriculum Laboratory. The purpose of this curriculum laboratory was to provide supportive services to the education department and the teacher education programs. To achieve this purpose a full-time director/librarian was hired and given the responsibility of researching, acquiring, and cataloging educational instructional materials as well as supervising student-clerical help.

Although the Teacher Training Program for the Deaf (T.T.D.) had been a college program since 1952, it received state accreditation in 1971 and in 1972 was recognized as a separate department under the Director of Graduate Studies. The T.T.D. program, in a constant effort to improve the quality of its teacher preparation, realized form alumni feedback that greater concentration should be devoted to instructing its students about the various kinds of instructional materials that are adaptable to the needs of deaf children and how to use them properly. In June of 1973, after liaison meetings with the director/librarian of the Lewis and Clark Curriculum Laboratory of Lewis and Clark College made application to the NWSEIMC and ONBASE for becoming an ASEIMC.

The primary purpose of the Lewis and Clark ASEIMC is to provide the graduate students in the T.T.D. program with a knowledge of instructional materials adaptable to the educational needs of deaf children and to develop their skills in the organization and proper use of them as teachers of the deaf and/or supervisors of educational programs for the deaf. Its secondary purpose is to provide teachers of the deaf within its service area with inservice and/or in-classroom demonstrations and instruction in the utilization of instructional materials as well as to provide them with the use of these materials. As a necessary part of these purposes, the Lewis and Clark ASEIMC will also disseminate information and collect evaluation data.

The scope of the Lewis and Clark ASEIMC is defined by the following major objectives:

> Problem 1.1: Past graduates of the T.T.D. Program have been given by their schools' administrators the responsiblity, either completely or in part, of selecting the educational materials for deaf students. These graduates have expressed an inadequacy in accepting this type of responsibility..
>
> > Objective 1.1.1: Each of the 20 graduate students will exhibit his or her expertise in the use of at least 3 different educational materials specifically applicable to deaf students by conducting an inservice demonstration of the materials for teachers of the deaf within the area services by the ASEIMC and/or by actually implementing the materials in a classroom of deaf students.
> >
> > Objective 1.1.2: Each of the 20 graduate students will demonstrate their knowledge of available materials applicable for use with deaf students by compiling a list of these materials and by being able to plan an educational program implementing these materials.

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Problem 2.1: The 118 teachers of the deaf in the Portland Metropolitan area have expressed a need for an awareness of the materials available for implementation with deaf students and/or a knowledge of the correct manner in which these materials are to be used.

Objective 2.1.1: 90-100% of the teachers of the deaf within the metropolitan area will be provided with a list of materials that are adaptable to the educational needs of deaf students.

Objective 2.1.2: The teachers of the deaf within the Portland Metropolitan area will be provided, upon request, with in-service demonstrations and/or instruction on the proper use of materials adaptable to the educational needs of deaf students.

Problem 3.1: The classroom teachers of the deaf in the Portland Metropolitan area have expressed the need and desire for a ready access and use of materials that are applicable to the education of the deaf.

Objective 3.1.1: The ASEIMC will provide its educational materials on a loan basis to all teachers of the deaf who request them.

Objective 3.1.2: The ASEIMC will increase its collection of educational materials adaptable to the needs of the deaf by 75 items as of August 31, 1975.

Problem 4.1: For 95% of the total number of materials currently available in the ASEIMC collection there is no evaluation data from classroom teachers.

Objective 4.1.1: The ASEIMC will collect and print the data concerning the utilization of materials and their adaptability to the needs of deaf children from 75-80% of the teachers borrowing materials from the ASEIMC by August 31, 1974.

Objective 4.1.2: The ASEIMC will furnish, on request, data concerning the utilization of materials and their adaptability to the needs of deaf students.

Objective 5.1: Through regular planning sessions the ASEIMC will develop strategies to implement the objectives stated above.

Objective 5.2: The ASEIMC staff will increase its competency by attending state, regional, and national conferences and training sessions.

2. Extent of Target Coverage (Geographic Area)

The ASEIMC for this fiscal year will be located in the A. B. Smith Memorial Curriculum Laboratory of the Lewis and Clark College Library. The instructional materials, kits, and hardware will be housed on shelves or in files within the Curriculum Laboratory. Professional materials will be displayed on shelves in the offices of the Teacher Training Program for the Deaf (T.T.D.).

The ASEIMC's primary responsibility will be to provide training and services to the graduate students enrolled in the T.T.D. program; and its secondary responsibility will be to provide services to teachers of the deaf who are in schools affiliated with the Lewis and Clark T.T.D. program and or are in the Portland Metropolitan Area, namely: the Portland Regional Facility Center for the Deaf (including: the Hosford School and its satellites; the Kelly School and its satellites; Washington High School: Adams High School; and the classes included in the Itinerant Teacher Program); and the Washington State School for the Deaf in Vancouver, Washington with whom the Lewis and Clark T.T.D. program is officially affiliated.

3. State of Financial Self-sufficiency

Located in the library of Lewis and Clark College, with strong administrative support, the ASEIMC is linked strongly with the competency based activites of the teacher training program. As long as this relationship remains strong, and service is delivered to the field as currently done by practicum students, the ASEIMC will retain budget from both college funds and federal training monies.

The center is viable and growing well.

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Development of the Oregon College of Education ASEIMC Plan

1. Scope of Services

The OCE ASIEMC began as one of the original Oregon centers in 1969, with the target of the teacher training program participants at OCE.

Although a formal plan has never been written to outline specific objectives, the center has provided leadership and service to the college since its inception. A large collection of special education materials was purchased and catalogued for loan to students and perusal to teachers from surrounding communities. Pre-service classwork and workshops were offered to update skills in materials usage and construction for special children.

Recently OCE has been funded for a project to provide diagnostic/prescriptive services to districts via a specialist training program and model center plan. The OCE ASEIMC functions as an integral part of the program. Also ASEIMC were planned in each of the other target districts where the model center program would be piloted. The recognition of the value of ASEIMC services is rewarding.

The center at OCE is now housed with all other educational support services in the Education Building, including audio-visual and the regular education IMC collection. Staff includes a director who heads all services and a specialist for the ASEIMC collection.

2. Extent of Target Coverage (Geographical Area)

Although instructional materials services are not available to teachers in the area surrounding Monmouth weere OCE is located, the center is capable of serving the college community only.

Projected activities include training all education students at the college in the use of materials. Until this is accomplished, services to teachers will not be available. However, the addition to the teacher training program is valuable.

3. State of Financial Self-sufficiency

The budget is solid for one staff position and materials purchase and upkeep. Further planning includes the center in a form to provide active vital services in cooeration with the OCE training program and the model center program for Extreme Learning Problems, a program accepted by the State Board of Education.

Development of the Oregon State School for the Deaf ASEIMC

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1. Scope of Services

The Oregon State for the Deaf ASEIMC began as a small special purpose center in 1969. Its purpose initially was to serve teachers of the deaf students at the school, and eventually expand to provide materials and information services for the teachers of deaf students throughout Oregon. The center has grown from a small classroom of materials to a converted cafeteria/kitchen which not only houses a large collection of materials, but also is the site used for individualized classes in math and reading for the school.

Although staff and resources are still not available to serve ourside the school, the center has become increasingly valuable by adding materials, cataloging materials for retrieval for individualized instruction and producing bibliographies of appropriate materials to use with deaf children . The staff has also responded to requests for information statewide.

The OSSD Center also cooperates for in-and pre-service classes (DCE) for students attending Lewis & Clark College and Oregon College of Education in the area of instructional materials for deaf education.

During school year 1973-1974, the ASEIMC director has concentrated on developing curriculum for OSSD. With the developed curriculum, efforts will now be made to use a cataloguing system for materials keyed directly to the curriculum for added teacher convenience and effectiveness.

The major objectives for the center have been and will continue to be:

1.1 Provide assistance upon request to OSSD teachers is selecting materials and programming for specific children.

1.2 Provide in service demonstrations and instruction in the use of materials upon request.

2.1 Catalog, shelve, and maintain a collection of instructional materials suitable to the needs of deaf children attending OSSD.

2.2 Loan materials to teachers.

3.1 Upon request, provide information on instructional materials to teachers.

3.2 As useful, use the communication channels established at OSSD to update teachers on current instructional materials and their use.

4.1 Maintain informal checklist of usage reactions when teachers return materials.

5.1 Work with students from Lewis and Clark College and Oregon College of Education Deaf Education training programs to increase their materials usage skills.

5.2 Provide in-service workshops for OSSD staff on new materials and materials use in the classroom.

5.3 Upon request, provide short in-service sessions for regular teachers wishing to upgrade their skills in working with deaf children.

6/1 The ASEIMC director will provide a liaison to the NWSEIMC, ONBASE (ASEIMC organization in Oregon), and other by corresponding and attending appropriate meetings.

6.2 The ASEIMC director will work with OSSD adminstration and teachers to integrate the center into full educational services offered by OSSD.

2. Extent of Target Coverage (Geographical Area)

The center in cooperation with the school library and film depository provides instructional materials services to the campss of the residential school for hearing impaired children located in Salem, Oregon. A staff of 53 teachers and an enrollment of 160 hearing impaired children make up the population of the school.

3. State of Financial Self-sufficiency

The ASEIMC at Oregon State School for the deaf is a viable operation at OSSD. Money is budgeted annually for clerical help, materials, and other operation expenses. Upon completion of the new physical plant for instructional services, the ASEIMC, library, and film depository will share quarters in readily accessible place for convenient use by teachers and students.

The Development of the Portland State University Learnings Materials Center (PSULMC) Plan.

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1. Scope of Services

From its inception, the primary function of the LMC has been to provide the faculty and students of the School of Education with a ready access to instructional materials, equipment, and services related to the teaching and learning of the child, pre-school through high school ages. The focus is on instructional materials not usually provided in the Portland State University Library and Audio-Visual collections. Portland State asked to join ONBASE in the spring of 1972. Advantages of a Learning Materials Center for Portland State University as designated in the original 1972 planning statement are:

1. Students and faculty in pre-service programs, especially in curriculum and methods courses, become familiar with instructional materials as an integral part of their course work.
2. Student teachers are introduced to the newest materials and have the opportunity to utilize the materials in campus courses and in field practicums.
3. The professional preparation program develops an image of "service" as teachers in the field have opportunity to utilize the services of the center.
4. Graduate students have the opportunity to learn in-service training skills as they present materials demonstrations to other teachers.
5. Faculty members are drawn into the community as teachers request assistance in the selection, evaluation and use of materials.
6. Students, faculty, teachers, and sales representatives begin to identify and deposit free and/or teacher-made materials in the center, thus increasing the resources available to students and faculty with no direct financial outlay.
7. State departments of education, university grants, etc. can invest substantial numbers of dollars into the university materials center.

The history of the center has shown growth in physical plant and materials acquisition. However, staffing and money for salaries continue to be a problem. The original targeted services to the city of Portland have been hampered by funds.

The scope of services can be defined by these stated major objectives.

Objective 1.1 Provide responsive in-course assistance to all PSU School of Education faculty members.

Objective 1.2 Provide training and assistance in media to all students who request it.

Objective 1.3 Involve School of Education faculty and students in an orientation program directed toward LMC services.

Objective 1.4 Encourage education faculty and students to participate in self-directed activities and programs available in the LMC.

Objective 1.5 Provide information about media and services to metropolitan area educators.
Avenues for use:
- Use in the LMC
- By phone
- By mail

Objective 1.6 Provide limited training in media to a select group of educators in the metropolitan area.

Objective 2.1 Increase the present LMC collection of instructional materials and equipment by at least 25%. Increase in the various curriculum areas will be implemented on the basis of needs assessment.

Objective 2.2 Maintain and repair the LMC collection of materials and equipment.

Objective 2.3 Increase the present production materials and/or equipment offerings by at least 25% to meet the needs of students and faculty.

Objective 2.4 Process, organize, and make available the entire collection of instructional materials and equipment for LMC patrons.

Objective 2.5 Provide through the avenues listed below by June 30, 1974, instructional materials and equipment requested by School of Education faculty and students.
Avenues for use:

- On loan
- Use in the LMC
- Use through School of Education courses
- By phone

Objective 3.1 Provide 100% of the School of Education faculty members and students with information concerning the services and materials available to them through the LMC on a continuing basis.*

Objective 3.2 Provide other Portland State University students and faculty with selected information concerning the service and materials available to them through the LMC.

Objective 3.3 Provide educators in the metropolitan area with selected information concerning services, policy, events and media available through the LMC.

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*Except as noted in objective 3.2

Objective 4.1 Collect data on the utilization of LMC materials and services.

Objective 4.2 Collect data on the evaluation of LMC materials.

Objective 4.3 Collect data on the evaluation or impact of LMC services.

Objective 5.1 Enhance the effectiveness of the LMC by planning and developing strategies for operation and evaluation.

Objective 5.2 Increase the competence of LMC staff through participation at state, regional and national conferences and training sessions.

Objective 5.3 Develop data collecting methods and materials for measuring the objectives and activities of the LMC.

2. Extent of Target Coverage (Geographical Area)

The LMC will be located in the Portland State University School of Education. Most of the materials will be displayed on shelves in the LMC. Other materials will be stored in other LMC areas such as in drawers in the island cabinets. Some selected pieces of equipment will be stored on shelves with the corresponding media. Other hardware items will be stored in adjacent rooms or on tables, carts, or cabinetry within the LMC.

The Primary population targets of services will be Portland State University of School of Education clients:

1. School of Education faculty
2. Undergraduate and graduate students enrolled in education courses.

The secondary population target of service will be educators from the metropolitan area not enrolled in PSU education courses.

At this time service to the community is extremely limited, as the collection is barely sufficient for faculty and students.

3. State of Financial Self-sufficiency

The probability for the PSU center to continue as it is indefinite. There seems to be marginal support (administration or financial) from the University. Staff is working overtime to devote enough time to maintain the minimal materials service now offered in addition to regular duties. The staff continues to seek funding and support by demonstrating the value of the collection and services to pre-service special education teachers, in-service teachers studying at PSU.

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Development of the Plan for the Umatilla County Intermediate Education District ASEIMC

1. Scope of Services

The Umatilla IED, during the 1972-73 school year, officially and formally initiated organized ASEIMC Services. ASEIMC services are intended to be an integral part of the Umatilla IED Instructional Materials Center program. The Department of Special Education provides consulative help to the IMC in its operation of the ASEIMC program.

Until 1973-74 the ASEIMC mainly prepared for the initiation of full services and used the NWSEIMC for back up. During this school year an educational consultant hired in cooperation with the Regional Resource Center and the Oregon State Department delivered direct services to children and teachers. These services focused on identification and assessment, and also programming and materials services where possible.

The value of the services of consultants and materials were demonstrated, resulting in an IED budget to further develop services of this nature.

A definition of intent is outlined in the following objectives. While the overall goal is to initiate organized ASEIMC services, several specific goals or activities can be identified. They are:

1. Determine the administrative and staff structure for ASEIMC activities.
2. Write job descriptions, time commitments, and duties for each staff member assigned to ASEIMC activities.
3. Inventory, catalog, and shelve all materials and equipment owned by the IED that are suitable for ASEIMC circulation.
4. Develop a similar listing of materials and equipment owned by local districts which they will loan through the ASEIMC system.
5. Organize a checkout and delivery system, and a system for the inspection of returned materials.
6. Inform teachers (regular and special) in all schools throughout the IED of the current and proposed services of the ASEIMC.
7. Organize an ASEIMC Advisory Board which will help the IED staff in identifying the needs and in developing the resources and the procedures for the acquisition, loan, and maintenance of ASEIMC materials and equipment, as well as the acquisition and training of ASEIMC personnel.
8. Develop budget segments in the departmental budgets of the Umatilla IED to expand ASEIMC activities for the 1973-74 school year beyond that anticipated for the 1972-73 school year.
9. Utilize the IED's affiliation with the NW Regional SEIMC to secure resources for all phases of the ASEIMC operation.

2. Extent of Target Coverage (Geographical Area)

Umatilla County is a large,sparsley populated county located in northeastern Oregon. Services are rendered on a daily basis in the following towns: Athena, Weston, Helix, Hermiston, Milton-Freewater, and Pendleton. Some children are bussed each day to Pendleton for the Trainable Mentally

Retarded program. Schools range in size from about 50 average daily attendance to 4,000 students in average daily attendance.

Population - Students and Teachers

Special education students, ranging in age from four to twenty-one, are identified for services in speech, hearing, language handicaps, trainable and educable mentally retarded. These populations have been identified and are reciiving services from the Pendleton ASEIMC.

3. State of Financial Self-sufficiency

The Umatilla IED ASEIMC staff were slow to supply services. However, the careful planning which preceded the present level of operation has allowed a change to occur in the sense of demonstratiog a need, supplying services on an experimental basis, and documenting the impact and reception of the services by teachers and administrators.

The ASEIMC is now allied with a strong regular IMC, as well as receiving funds of its own for materials purchase and a full time educational resources consultant. The center and its personnel are well received and the program is viable.

Development of the Union County IED LRC (ASEIMC) Plan

1. Scope of Services

The Union County Intermediate Education District, in cooperation with Wallowa County Intermediate Education District, operates all Special Education programs in the two-county area.

The Associate Special Education Instructional Materials Center was established in 1970 to serve as a delivery system for materials and information to support these services. LaGrande was one of the original center sites identified in the Oregon State Plan to provide materials services statewide.

Initially, the Center was supervised by the Director of Special Education. As the services of the I.E.D. broadened, the ASEIMC became an integral part of the Learning Resource Center. A director was hired to supervise the activities of the L.R.C. and L.R.C. Staff. The Director of Special Education filled a liason role between the ASEIMC and Special Education Resources.

The following objectives address the needs of the rural two-county area's population of handicapped children and those persons working with them:

1.0 Direct in-classroom assistance to teachers

1.1 To have provided upon request in the classroom assistance in child-centered educational assessment, instructional program development and materials utilization to 50% of teachers of exceptional children in Union and Wallowa Counties by June 30, 1974.

1.2 To have assisted at least 60% of the teachers in using instructional materials with exceptional children in the two counties by June 30, 1974.

2.0 Circulation of materials

21. To have provided on loan by June 30, 1974, special education instructional materials to 85% of the teachers of exceptional children within the ASEIMC service area.

3.0 Information dissemination

3 To have provided 100% of teachers and administrators within the service area with information available to them through the ASEIMC by June 30, 1974.

4.0 Materials evaluation and/or collection of data on materials utilization

4.1 To have collected user data on the utilization of instructional materials from 75% of teachers borrowing materials from the library by June 30, 1974.

5.0 Training of teachers and others working with exceptional children

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5.1 To have provided in-service training in appropriate utilization of instructional materials to 100% of teachers whose sole responsibility is to exceptional children by June 30, 1974.

6.0 Administration and operation ASEIMC

6.1 To increase the effectiveness of the ASEIMC by careful planning for the operation and evaluation of the center.

6.2 To increase competencies of ASEIMC staff by participating in meeting and activities of Regional Center, conferences and training sessions.

2. Extent of Target Coverage (Geographical Area)

The Union County IED Learning Resource Center (ASEIMC) service county area including Union and Wallowa Counties in the Northeastern corner of the state of Oregon. Most of the area is rural and sparsely populated. Weather is usually severe in winters.

The ASEIMC facilities are located in the Union County I.E.D. offices, LaGrande, Oregon. The professional materials are housed in the Learning Resource Center Library.

3. State of Financial Self-sufficiency

The LRC is a viable operation at this time and is capable of delivering materials, materials information and training to the teacher population of the two counties.

A recent addition of two staff positions has increased the effectiveness of the service, and the LRC is moving toward a more cooperative role with the direct assistance sections of the IED, i.e., Extreme Learning Problems, speech and mental health consultants.

Development of the Washington County Intermediate Education District ASEIMC Plan

1. Scope of Services

Although no formal plan or list of objectives has ever been submitted by the Washington County IED ASEIMC Staff, the center has continued to provide excellent materials services to the special education teachers in the county.

The center has been run continously by the same librarian but directorship has changed often.

Services offered by the center fall under the following catagories.

1.0 A supply of current instructional materials for special education is cataloging and available for loan. Courier service in Washington County.
2.0 A librarian and aide are present to help select appropriate materials.
3.0 Consultation and facilities are available for the construction of special materials.
4.0 Workshops, in-service, and demonstrations are provided on new and current materials.
5.0 Data is collected on circulation and use of the library.
6.0 Information on materials is disseminated via a newsletter; and mailings from the network are channeled to teachers by the center.

2. Extent of Target Coverage (Geographical Area)

The Washington County IED ASEIMC is located in Hillsboro, Oregon, situated to the west of Portland. The community is generally rural, as are the surrounding schools served by the county IED.

The population served are special education teachers and students, as well as others who need special materials. Minority groups such as Chicano, Indian, Russian, and others are well represented. Thus the center maintains special materials in a variety of languages when possible.

3. State of Financial Self-sufficiency

The Washington County ASEIMC is well established both in operation, administrative support, and budget.

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Development of the West Linn School District ASEIMC Plan

1. Scope of Services

West Linn ASEIMC joined the network of Oregon Centers in 1969 as the original single school district center providing materials and materials information to only that district in contrast to the Intermediate Education District serving county or multi-county units.

The center serves a group of rural schools at the edge of the city of Portland. ASEIMC services are supplemented by Clackamas IED which has attempted to start an ASEIMC for the rest of the county, but has not been successful.

Services provided by the center are described by the following objectives:

1.1 To purchase, shelve, and make available to all elementary teachers in the West Linn School District, professional materials, films, and instructional materials.

1.2 Inventory all materials and make same worthy and available for classroom use.

1.3 To develop, print, and disseminate to all elementary teachers, principals, and school librarians in the West Linn School District and to the Northwest SEIMC, a catalog of available materials.

1.4 To provide individual or group consultation services in assessment, instructional programming, and material services to all elementary teachers in the West Linn School District.

1.5 To provide in-service workshop and demonstrations in the use of selected available materials to users in the service area.

1.6 To upgrade staff, professional skills and competencies in maintenance and operation of Associate Center.

1.7 To develop, disseminate, and evaluate the learning activities packages (LAPs).

2. Extent of Target Coverage (Geographical Area)

The IMC's primary population will include both special and regular education teachers in Stafford, Cedar Oak Park, Sunset, Bolton, Willamette, and Wilsonville schools. These schools house approximately 2,000 children, all of whom are eligible to receive ASEIMC services. Some of the schools are up to ten miles from each other, making travel a slight, but not insurmountable, problem. The rural nature of the district also adds problems; bussing migrant farm labor and a mixture of children from upper to middle to low income families.

The West Linn Associate IMC is housed in the office of the Special Services Department of the Stafford School. The materials will be displayed on the shelved in the Special Services Center. Consultant provides regular delivery to all schools upon request and teachers can come into the center at will.

3. State of Financial Self-sufficiency

At present an adequate materials budget provides for purchase and upkeep of materials; and personnel is easily borrowed from the special services staff who integrate materials and materials information services into their work activities. In addition, sufficient clinical help is available for smooth operation.

Additional monies could expand and improve the program, but the center is viable as it now exists.

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C. Evaluation

1. Impact evaluation - external

In 1972 ONBASE requested statewide evaluation of Oregon center services. In response to this request, Glenn Latham and William Pellant of the NWSEIMC visited all the centers and compiled the "State of the Ark Report for Oregon ONBASE." This began the precedent of an outside evaluation of the centers' facilities and operations which was modified in 1973 to include an evaluation of services as described by planned objectives, as well as facilities.

The 1974 impact evaluation model was changed to include patron response to services.

Copies of the 1973-and 1974 center evaluation reports are available at the NWALRC.

2. Quantitative evaluation-internal 1973-74

As of this past year, Oregon ASEIMC's were operating as described in the following pages of grid. This data was supplied by the centers and is used to plan for future services.

3. Quantitative Evaluation - Internal (1973-74)

Item	Albany	Bend	Burns
Number of children identified as handicapped	824	-	216
Number of handicapped children served by center	612	-	213
Number of special education teachers	250	-	9
Number of special education teachers served by center	26	-	9
Number of years center in operation	1	3	3
Number of staff members - FTE	2-.25 1-.10	2-.25 1-.20	5-1.0 1- .50
Number of materials in collection	200	450	2,000
Value of collection	$1,000.00	$4,000.00	$10,000.00
Annual circulation of materials	0	175	800
Number of workshops held	0		
Number of teachers trained	0		
Federal Funds	-	-	$4,205.00
State Funds	-	-	$6,844.00
Local Funds	$9,909.18	$19,275.00	$59,393.00

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Item	Fairview	Hillsboro	LaGrande
Number of children identified as handicapped			600
Number of handicapped children served by center			500
Number of special education teachers			15
Number of special education teachers served by center			15
Number of years center in operation	1	4	4
Number of staff members - FTE			2-.25 1-.15
Number of materials in collection			600
Value of collection	$5,847.00	$3,000.00	7,500
Annual circulation of materials	3,850	1,500	600
Number of workshops held	2	15	13
Number of teachers trained	41	226	385
Federal Funds	8,000		
State Funds	8,000	$15,643.00	8,300
Local Funds		$15,643.00	$8,300.00

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Item	Lane	Lewis & Clark	Medford
Number of children identified as handicapped		441*	845
Number of handicapped children served by center			455
Number of special education teachers		118 teachers 20 students	65
Number of special education teachers served by center			65
Number of years center in operation	4	1	4
Number of staff members - FTE		1-.10 1-.5 1-.25	1-.20 2-.04
Number of materials in collection		500	
Value of collection	$2,000.00	$4,300.00	300
Annual circulation of materials	300	3,500	85
Number of workshops held	1	0	10
Number of teachers trained	75	0	178
Federal Funds		$5,275.00	
State Funds			
Local Funds	$15,000.00	$19,195.00**	$21,929.00

* Deaf

** College funds and college in-kind

*** figures are for 1972-73. 73-74 profile not available.

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Item	Portland State U	Roseburg	West Linn
Number of children identified as handicapped	-		1675
Number of handicapped children served by center	-		352
Number of special education teachers	-		12
Number of special education teachers served by center	1,841		72
Number of years center in operation	4	1	4
Number of staff members - FTE	1-.5	1-.5 1-1.0	2-.25 2-1.0
Number of materials in collection	900	800	200
Value of collection	18,000	465	$3,500.00
Annual circulation of materials	5,500	97	2,000
Number of workshops held		3,546	4
Number of teachers trained			85
Federal Funds	$37,000.00		
State Funds	$ 2,000.00		
Local Funds	$ 1,750	$23,334.00	$10,342.00

Item	OCE	OSSD	Pendleton
Number of children identified as handicapped		230*	1,000
Number of handicapped children served by center		230	980
Number of special education teachers		53	40
Number of special education teachers served by center		53	32
Number of years center in operation	4	5	2
Number of staff members - FTE	1-1.0	1-1.0 1- .5	2-.10 1-.5
Number of materials in collection	500	12,000	20
Value of collection	$ 4,000.00		100
Annual circulation of materials	3,500		260
Number of workshops held	0		0
Number of teachers trained	0		0
Federal Funds	$24,400.00	-	-
State Funds	$49,664.00	$31,000.00	-
Local Funds	-	-	$10,000.00

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Trust Territory

I. History of ASEIMC Development in the Trust Territory

A. Need for the Establishment of ASEIMCs

The following needs statement is found in the *Trust Territory of the Pacific Islands Office of the High Commissioner, Department of Education, 1973-1974 Plan for Special Education Instructional Materials Center*, June 1973 here-in-after referred to as the '73 State Plan).

1. Training of Special Education personnel has been limited. There is a consistent need for in-service programs and manpower development programs.
2. Relevant instructional materials are not presently available in the Trust Territory to meet the needs of exceptional children.
3. Some teachers in the Trust Territory are unable to pinpoint the academic and behavior problems of their students.
4. Some teachers in the Trust Territory are unable to design a program of remediation for exceptional children.
5. Some teachers do not know how to utilize available specialized materials.
6. A comprehensive model of service delivery has not been developed in the Trust Territory that would meet its unique geographic, cultural and econimic situations.
7. A small proportion of the exceptional children the the Trust Territory are receiving services.
8. A small number of teachers in the Trust Territory have the availability of materials to select from or sufficient consultation in order to make materials selections.

B. Initial Implementation

An interest in ASEIMC services in the Trust Territory was germinated, initially, by the NWSEIMC. The following historical account is found in the 1973 State Plan.

The Trust Territory's involvement with the Northwest SEIMC began in 1970 with the establishment of a center at the Community College of Micronesia. This was established under the leadership of Boris Bogatz, Daro Weital, Ralph Carlson, and Raymond Lehrman. It currently is being continued under the direction of Daro Weital, Susan Moses and John Biddle with the cooperation of the Ponape District Department of Education and the Ponape Teacher Training Center. Until this year, it has been used only by the staff and students of CCM, but is now expanding into Ponape District.

Headquarters was approached in December, 1972 about the submission of a Territory plan and the establishment of a center in Palau. The center in Palau was developed in January, 1973 with the approval and participation of Alfonso R. Oiterong, Director of Education, Palau. On February 1, 1974, an associate center was also officially established in Truk, bringing to three the total number of ASEIMCs in the Trust Territory.

A meeting was held in April, 1973 with representatives from each district's Special Education program (teachers, curriculum consultants, administrators, and trainers). One of the purposes of this meeting was to develop a "Territory" plan for SEIMC in the Trust Territory. The meeting did not accomplish that objective. Another meeting was planned for the fall 1973 for the purpose of developing a territory plan. This plan is seen as an interim one with a primary goal of planning the functions of the Territory network and the development of centers in the Trust Territory.

C. Planning and Development

The focus of planning and development has been directed toward providing services identified by center directors as being "top priorities for services." They are:

1. Planning for the establishment of New Centers.
2. Internships of selected ASEIMC staff members at NWSEIMC and/or other ASEIMC.
3. Training for new ASEIMC staff members.
4. The combining of Regional Resource Center and SEIMC efforts and functions.
5. Technical assistance in materials development.
6. In-service training for teachers.
7. Evaluation and planning at and with ASEIMC.
8. Information dissemination.
9. Annual training sessions for State and ASEIMC Directors.
10. Responding to requests for on-site technical assistance and consultation.

II. Present Status of Centers

A. Development of State Plan

In June 1973, in conjunction with staff of the NWSEIMC, a state plan was written which outlined short and long-range objectives and goals. They are as follows:

1980 Objectives

1. All six districts in the Trust Territory will be receiving the

comprehensive services of an Associate Center.

2. A comprehensive in-service training program will be available annually to all special education personnel.
3. Culturally relevant instructional materials (diagnostic and remedial) will be available for use of regular classroom teachers.
4. All teachers trained in the Trust Territory will be provided with specific training in pinpointing academic and behavior problems designing remedial programs, and in the techniques of individualization.
5. Through associate centers, consultation and training in the use and selection of specialized materials will be available to all special education teachers.
6. A Model of Service delivery will be sufficiently established so that 75% of the known exceptional children will be receiving service.

Goals 1975

1. Four districts in the Trust Territory will be receiving the comprehensive services of an associate center.
2. A comprehensive in-service training program will be available annually to the teachers of the deaf and all special education itinerant teachers trained at CCM.
3. Culturally relevant instructional materials (diagnostic and remedial) will be available for use of regular classroom teachers in two districts.
4. All the teachers trained through CCM will be provided with specific training in pinpointing academic and behavior problems, designing remedial programs, and techniques of remediation.
5. Through associate centers consultation and training in the use

and selection of Specialized materials will be available to teachers in three districts.

6. Models of service delivery will be sufficiently established, so that 75% of known exceptional children in two target districts will be receiving service.

Goals 1973-74

1. Two districts in the Trust Territory will be receiving the comprehensive services of an associate center.
2. A comprehensive in-service training program will be available to the teachers of the deaf.
3. Culturally relevant instructional materials (diagnostic and remedial) will be available for use of regular classroom teachers in four target schools in two districts.
4. All the teachers trained through CCM will receive an overview of special education and specific skills for working with handicapped children.
5. Through associate centers consultation and training in the use of specialized materials will be available to teachers in three districts.
6. A model of service delivery will be field tested in four schools in two districts, so that 75% of the exceptional children in the schools will be receiving service.

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B. Development of Individual ASEIMC Plans

1. Scope of Services

   Each of the three ASEIMCs in the Trust Territory address themselves to these four basic areas of the workscope:

   a. in-class assistance to teachers

b. information about media, materials, and instructional technology

c. training of special education personnel and parents in the appropriate use of instructional media and materials

d. the collection and circulation of an annually updated collection of instructional materials

2. Geographical Areas Served by each Center.

Ponape

"The CCM/SEIMC serves the students and faculty of the Community College of Micronesia (CCM), the public schools of Ponape, and the parochial schools of Ponape."(CCM/ASEIMC Evaluation Report, June, 1973, p. 2). Essentially, this refers to the main island of Ponape and does not include the other islands and atolls within the district.

Palan

"The service area will include three schools in Koror and two schools in Babelthaop. The schools in Koror are :

Koror Elementary School
Harn's Elementary School
Meyuns Elementary School

The schools in Babelthaop are:

Ngardman Elementary School
Ngaraard Elementary School."

(ASEIMC Plan for Palan ASEIMC, July 1, 1973, p. 2).

Truk

"The service area for the Truk ASEIMC in the four public schools on the island of Moen, two public schools on the island of Dublon, and one public school on the island of Tol, all located in the Faichnk and Namoneas of the Truk District." (ASEIMC Plan for Truk, February 1, 1974, p. 2).

3. State of Financial Self-Sufficiency

Funding for the ASEIMCs in the Trust Territory will be from Title III (15% for Special Education). Fudding of the individual centers is as follows:

Panape	$5,650
Palan	8,513
Truk	19,687*
	#33,841

*17,000 has been budgeted by the District Department of Education for the ASEIMC.

C. Evaluation

1. Plan for Evaluation

The following is excerpted from the 1973 State Plan:

Evaluation will be written into the plan developed by each center and will include on-site visits by NWSEIMC staff. The Evaluation and Management of the Territory SEIMC Network will be included in a Management and Evaluation Model that will be developed for Special Education in the Trust Territory during the 1973-74 school year.

2. Impact Evaluation - External

During fiscal year 1973-74 impact evaluations were conducted at the Ponape and Palau ASEIMCs by the Evaluation Specialist of the NWSEIMC. The conclusions of those Evaluations are included below.

Palau

a. The visits with the teachers suggest, generally, that the center has already made a significant impact on the classrooms served, and that once the center is fully operational, its influence will be felt throughout Palau. (The brevity of this conclusion is a function of the newness of the center which had only been operational for a few months when the evaluation was conducted.)

Ponape

a. The efforts of the ASEIMC are directed primarily at in-service and pre-service training of teachers relative to the use in the classroom of a culturally relevant reading program in the Ponapean vernacular. This effort appears to be having an unprecedented impact on the reading ability of the students involved.

b. Teachers in the field, though very pleased with the reading materials available to them, are anxious to receive materials in other acadmeic areas to support their instructional program.

c. The ASEIMC, aware and sensitive to the scope of needs for materials in the schools, has had to direct its efforts toward providing services that will have the greatest possible impact for the efforts expended. Since reading is integral to all other school subjects, the decision has been made to concentrate on that area at the classroom level.

3. Quantitative Evaluation - Internal (1973-74)

Item	Ponape	Palau	Truk
Number of children identified as handicapped	figures not available	50	900
Number of handicapped children served by center	100(est.)	42	123
Number of special education teachers	75 pre & in-service teachers	16 not certified Sp. Ed.	10
Number of special education teachers served by center	are served, though none are certified Sp. Ed. teachers	12	10
Number of years center in operational	5	1	.5
Number of staff members - FTE	1.0	.25	8.5
Number of materails in collection	1500	40	16
Value of collection	$11000	$1300	$3000
Annual circulation of materials	Not available	25	16
Number of workshops held	1	2	37
Number of teachers trained	40	12	484
Federal funds	$5650	$8513	$19678
State funds			
Local funds			

Washington

I. History of ASEIMC Development in Washington

A. Need for the establishment of an ASEIMC Network in the state of Washington was based on the following identified needs:

1. The following media, materials and educational technology needs of special educators, administrators and parents of handicapped children have been identified in the State of Washington:

   Thirty percent of the endorsed special education teachers are not receiving a delivery service which provides media, materials and educational technology appropriate for meeting the educational needs of the handicapped children they serve.

   Resource support from the local education agencies (LEA) is needed to help establish learning resource centers.

   Each intermediate school district (ISD) needs to establish a material center with a supply of instructional resources for the education of the handicapped children residing in their service area.

   Pre-service training needs to include a competency based program for training teacher trainees in the appropriate use of media, materials and educational technology when instructing a handicapped child.

   In-service programs need to provide teachers, administrators, and parents with additional skills in using media and materials appropriate for the handicapped child.

   The State Department of Education, Special Education Division needs additional resources to adequately facilitate media, materials, and Educational Technology Services for exceptional children in Washington.

   A system of immediate communication needs to be established with every special education classroom in the State of Washington between the ASEIMC Centers as well as the State Department of Education.

B. Initial Implementation

During the funding period which ended August 31, 1969, the State Department of Special Education of the Office of the Superintendent of Public Instruction initiated four associate instructional materials centers in the State of Washington. The four centers were located at the Experimental Educational Unit, University of Washington, under the direction of Dr. Norris Herring; at Western Washington

State College under the direction of Dr. Max Higbee; at Central Washington State College under the direction of Dr. John Miller; and at Eastern Washington State College under the direction of Dr. Duane Thompson. The four associate instructional materials centers were developed to provide direct services to handicapped children as defined by the State of Washington, and to further provide a functional service to the teachers of these children.
They provided these services by means of workshops, staff training, dissemination of available materials, development of special materials and short and long-term loan of curriculum supplies and materials. The centers also served as evaluation and research centers for both commercial and teacher-made materials. Each center was designed to serve as a resource to existing regional, state and local educational programs by providing services which related directly to handicapped children in both the special education classroom and the regular classroom. The services of each center were not limited to public agencies. Colleges, schools, special education organizations and parent groups were encouraged to make use of the materials and services of each of the centers. The University of Washington Associate Instructional Materials Center was designed primarily to serve as a research evaluation and development center for materials to be used with handicapped children. The centers at Ellensburg, Bellingham and Cheney were to perform a somewhat different function, in so far as these centers would provide a pre-service and in-service component to library and mail-out service. Materials would be available to teachers for use and evaluation in their own classroom and with these data being disseminated throughout the State. These centers were initially funded under Title VI-A, ESEA Act, and the budget figure for each center was not to exceed $15,000.

C. Planning and Development

In the spring of 1969, the special education division of the State Department of Education decided to move the original ASEIMC located at the Educational Experiment Unit, University of Washington, to a local school district. The transfer was made to Clover Park School District. The Clover Park ASEIMC was commissioned to provide for the entire State Network of Associate Centers.

1. A traveling demonstration unit (MIMICI).
2. A state-wide computerized catalog of materials.
3. A catalog of CBRU which are available.
4. Research on expensive media.
5. Support systems to the State Office and other Washington ASEIMCs.

Currently (1973-74), there are four associate centers in Washington State's Network, these include Central Washington State College, Eastern Washington State College, Western Washington State College, and Clover Park School District.The centers located on the college campuses are responsible for geographically covering the State, providing dissemination of materials, demonstrations, workshops, pre-service and in-service training to special education teachers in the State of Washington. Clover Park is providing the services for which it was originally commissioned. The total combined budget of these four associate centers for 1973-74 is $157,272 with 637 special education teachers receiving services from these centers.

II. Present Status of Centers

A. Development of State Plans

1. Projected Objectives

The 1960's and 1970's provided program grants to a state network of associate centers for acquisition of materials; federal title funding for workshops and training programs; associate centers' mailing out materials for teacher use; a centralized cataloging of all state network materials; development of specialized "teacher-made" materials; distribution of new materials by microfiche; improvement in innovative systems, the use of a Mobile Information Material Center, e.g., the CBRU move from Buffalo to Clover Park ASEIMC with improved data gathering on users and minimized turn-around time; guidelines for judging materials' usefulness.

By 1980, mainly because of integrated, cooperative programming between and among special eductors and regular educators at federal, state, and local levels, it is expected that progress will be made in the following areas:

1. Specialized program funding
2. An increase of ASEIMC (SELRC) services being purchased by local school districts
3. Improved state-wide materials catalog of instructional materials.
4. Teacher-developed learning activity packages (LAPs)
5. Increased CBRU services
6. Installation of Micro-fiche readers in the classroom

B. Development of Individual Centers

The associate centers in the State of Washington have combined their efforts into a state network to provide services to teachers of handicapped children in their service regions. This network concept has developed to the stage where they are currently polling material and personnel resources to cover requested services to patrons throughout the state. Data from the Special Education Division of the State Department of Education points out that instructional materials holdings in the ASEIMCs have more than doubled from the period 1969-70 to 1973. In addition, the hiring of the methods and materials specialists for the three college centers allowed the associate center network to provide direct in-service classroom assistance to teachers of handicapped children and youth. This capability greatly expands the opportunity for these centers to provide materials services to the teachers of handicapped children in the State of Washington.

Child-centered objectives of the ASEIMCs:

1. To effect favorable change in school performance of handicapped children through a materials medium.

2. To accelerate skill development of any particular school task through program levels by the use of appropriate instructional materials.

3. To increase the ineraction between a child and materials as opposed to the interaction time required for child-teacher discourse.

4. To increase the variety of materials used by children on specific developmental areas.

Teacher-centered Objectives of the ASEIMCs:

1. to accelerate teacher evaluation of Center selected materials

2. To accelerate teacher selection and evaluation of instructional materials

3. To increase future teacher awareness and use of materials and the results they may produce when working with children

4. To increase the number and quality of teacher-made materials

C. Evaluation

1. Plan for evalution

[illegible] directed by negotiations between the State and the NWSEIMC, external center evaluations have been and will continue to be conducted with technical assistance provided by the NWSEIMC. Internal evaluations have also been conducted by individual centers and will be encouraged in the future. The NWSEIMC (ALRC) has and will continue to be a resource to local centers in this effort.

2. Impact evaluation - external

During Fiscal year 1973-1974, the Bellingham, Cheney, and Ellensburg Centers were evaluated, on-site, by members of NWSEIMC staff. Copies of these evaluation reports are available upon request.

3. Quantitative evaluation - internal (1973-74)

The most up-to-date demographic and descriptive data for the Washington Centers are as follows:

	Bellingham (Western)	Cheney (Eastern)	Ellensburg (Central)
Number of special education students to be served by the Center.	8,604	5,063	2,724
Number of special education students served by the Center.	648	not available	15,184
Number of special educ. teachers to be served by the Center.	717	206	227
Number of special education teachers served by the Center.	54	not available	132
Number of years the Center has been in operation.	7	5	6
Director: FTE	.10	.10	.10
Co-Directors: FTE		.10	
Coordinators: FTE	1.00	1.00	1.00
Librarian: FTE	.50	1.00	.50
Clerk: FTE	1.00	.25	.50
Number of materials in the collection	7,974	4,071	1,959
Value of the collection			50,000
Annual circulation of materials	19,504	9,802	10,000
Number of workshops held	35	No record	80
Number of teachers trained	969	No record	1,469
Federal Funds	15,000 Title VI	15,000 Title VI	20,000 Title VI
State Funds	34,108	41,946	8,629
Local Funds			
Regional Funds			
Other Funds Work Study			6,000

Conclusions and Recommendations

As a result of the data included in this chapter, the following conclusions and recommendations were made:

1. The NWSEIMC has made a significant impact in the delivery and utilization of special evaluation media, and materials in every state in its region.
2. Systematic planning at both the state level and ASEIMC level resulted in the delivery of more service and a very significant increase in quality of service delivered.

    Recommendations: Before attempting to provide service or develop programs, state plans should be written, outlining objectives, long range goals and short range goals.

    Recommendations: ASEIMCs should write yearly plans, reflective of goals in the state plan, outlining specific activities to be performed during the year and updated yearly.

3. A delivery system must be developed in each state with ASEIMC having regional responsibilities within the state.
4. A delivery system must include circulation of materials, on-site assistance to teachers, in-service training and dissemination of materials.
5. Annual evaluations should be required by the SEA of each ASEIMC with an annual report written and submitted to SEA.

CHAPTER VII

Management

"Management," as used at the NWSEIMC, referred to planning, monitoring, reporting, and communication activities designed to insure that terminal and enabling objectives as well as strategies were achieved on schedule and within budgeted amounts. "Evaluation," as used in relation to management activities, referred to the systematic collection of data to assist in decision making. Data collected was in various forms: professional judgment, numerical data gleaned through measurement procedures gathered to establish congruence between performance and objectives, and various sorts of user ratings and subjective comments regarding services. Management and evaluation activities evolved over the span of eight years from a rather loosely structured set of procedures to definitive activities in six areas: Planning, monitoring and evaluation, reporting inter-project liaison, network interface, and staff development.

Problem and Needs

The NWSEIMC operated in response to the expressed needs of eight SEAs and approximately 35 ASEIMCs scattered over an extremely wide geographic area. The complexities involved in this type of service agency were as follows:

- considerable variability among SEAs and within individual states as to the stage of development of special education delivery systems and as to the philosophical orientation of personnel involved.
- changes in personnel at the local, SEA and regional level often resulting in a need for periodic modification of plans and even a total revamping of plans.
- variations in funds available to support SEIMC activities within states from year to year and delays in appropriations of funds, often beyond the commencement of a fiscal year.
- changes originating in the funding agency in the emphasis on types of services to be delivered, such changes requiring almost a year-to-year realignment of objectives and resources.
- difficulties in maintaining communication with remote areas, such as the Trust Territory of the Pacific, and Guam because of poor telephone and radio communication, delays in mail delivery and the high cost of air travel.
- difficulties in assessing the impact of NWSEIMC services when such activities were directed toward the development of intra-state delivery systems requiring years of planning with measurable results being delayed beyond usual funding periods.

The problems associated with these complex factors resulted in a need to develop a management system to account for as many of the variables as possible. This system "evolved" over the years rather than emerging as a totally new system at any one point in time. The procedures which finally emerged can best be described as a "management by objective" approach. In addition to the expertise within the NWSEIMC staff that contributed to the development of management procedures, several other sources of assistance can be identified:

(1) Management by Objective (MBO) training received from the Washington State Department of Education at their Sun Mountain Conferences in 1969.
(2) Project evaluation training received from the University of Southern California Instructional Materials Center for Special Education in 1971.
(3) Management policies and procedures developed by the SEIMC/RMC Network in 1973.

Terminal Objective

By August 31, 1974, the NWSEIMC will be able to demonstrate accountability for each work area, element, and strategy, and will be able to document progress toward the fulfillment of terminal objectives #1, 2, 3, 4, and 5.

Procedures and Activities

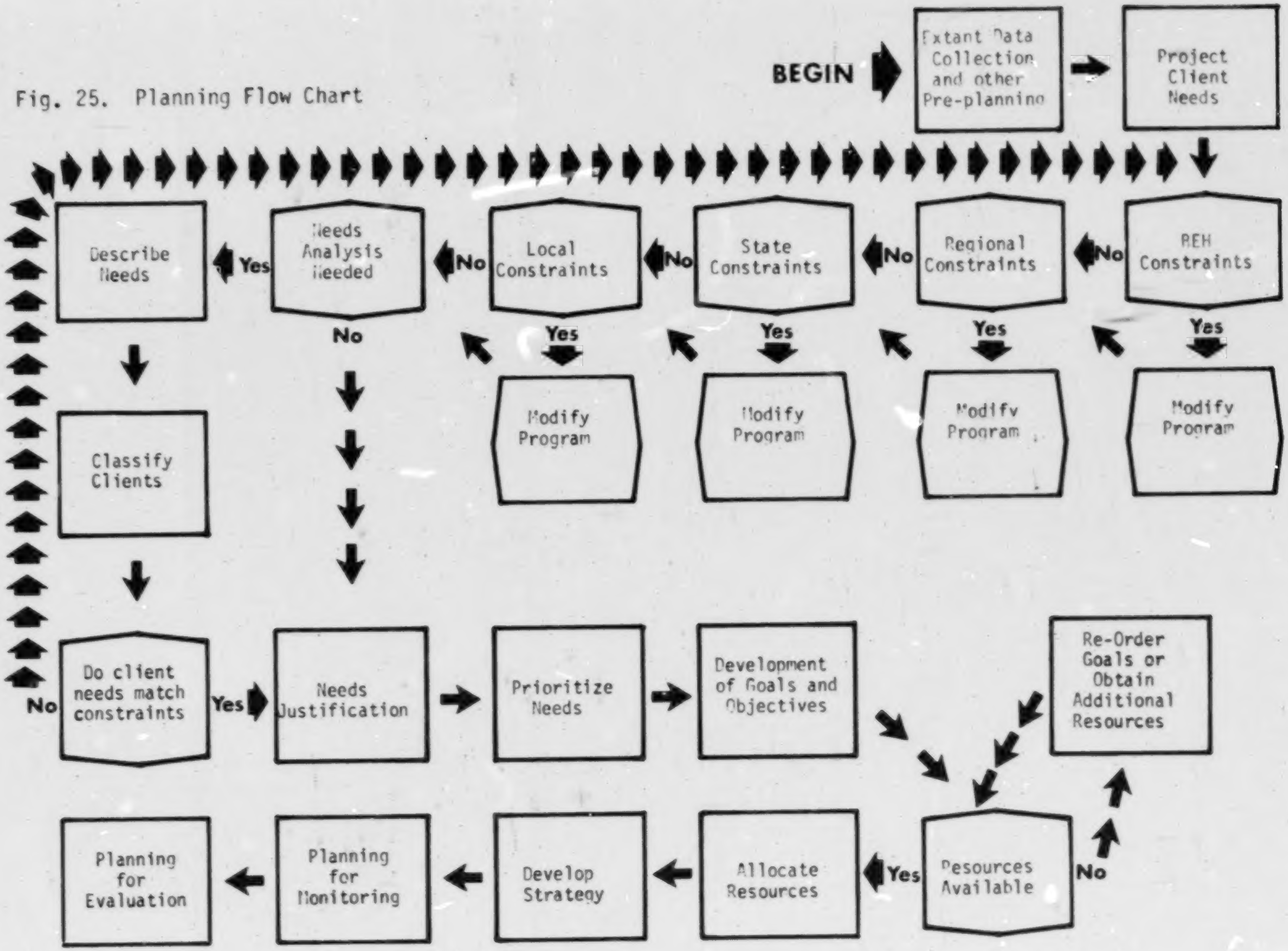
Management and evaluation activities were grouped under six headings as follows: Planning, monitoring and evaluation, reporting, inter-project liaison, network interface, and staff development.

Planning. Planning was the critical focal point that set the direction and sequence of information flow, structural components, and developmental activities within the center. The success with which the center served the needs of the clients was determined largely by the organizational efficiency and the information flow within each of the client-states and between the states and the center. Center planning was viewed as the process by which the center set goals and objectives and developed strategies to meet the needs of the client-states as effectively as possible within the constraints of time and resources. The elements of center planning were as follows: (see Figure 25)

(1) Pre-planning
(2) Identification of needs
(3) Setting program priorities
(4) Defining the plan
(5) Allocating resources
(6) Planning of management

Pre-planning included the collection of extant data, the assembling of various mandates and expectations from the sponsoring and client agencies, and the actual development of the planning process itself. Extant data

Fig. 25. Planning Flow Chart


BEGIN
Extant Data Collection and other Pre-planning
Project Client Needs
REH Constraints
Regional Constraints
State Constraints
Local Constraints
Needs Analysis Needed
Describe Needs
Yes
No
Modify Program
Modify Program
Modify Program
Modify Program
Classify Clients
Do client needs match constraints
Needs Justification
Prioritize Needs
Development of Goals and Objectives
Re-Order Goals or Obtain Additional Resources
Resources Available
Allocate Resources
Develop Strategy
Planning for Monitoring
Planning for Evaluation

was collected from BEH, the Network Office, each of the SEAs and ASEIMCs, the University of Oregon (as sponsoring institution) and previously obtained data within the center's own files. Examples of data for preplanning purposes included BEH 1980 objectives, SEIMC/RMC Workscope, BEH priorities, Projected Activities Documents of the states, state SEIMC Plans, ASEIMC Plans, guidelines for the protection of human subjects, NCEMMH materials development guidelines, current and past proposals, reviews and evaluations of past efforts, site visit team reports, Network position papers, Network objectives, and the Network Office proposal.

The data collected above was distilled by the Center staff and relevant sections were summarized for later review by the planning team. Information was organized into broad groupings similar to the major areas of the workscope. Priorities previously established by the funding and client agencies were earmarked for special attention at a later date.

The center staff established objectives to be accomplished during the planning process and a planning timeline was developed. The planning format was also established at this time and assignments were made to individual staff members for implementing the subsequent planning phases.

The needs of each of the client states were identified by the state director of special education and any members of his/her staff and representatives from ASEIMCs within the state as the state director deemed appropriate. It was at this point in the planning process where the greatest weakness was apparent. Procedures were not readily available in most states for obtaining input from teachers, parents, administrators and others concerned with the materials and media needs of the handicapped. Advisory committees were utilized in some states as a source of input, but a systematic procedure for obtaining an assessment of needs was seldom available. The NWSEIMC did complete some needs assessment activities (see Chapters IV and VI) but the results did not yield a large amount of data upon which to plan for the future. (Formal needs assessment procedures were being developed by NCEMMH at the time of the writing of this report and such needs assessment did not fall within the workscope of the SEIMCs).

Establishing program priorities was the next step in center planning. All of the needs identified in the previous section were matched against the workscope of the Center as predetermined by BEH and as specified in the proposal. Identified needs falling outside the workscope were eliminated.

Needs falling within the workscope were listed in groupings under workscope area headings. Following this, criteria were applied. The criteria included the following:

1) The frequency of need
2) Severity of the educational problems
3) Potential support from clients
4) Availability of resources to the Center

Based upon criteria developed, ranking of needs within each area of the workscope was accomplished. The needs were then compared to BEH priorities and individual state priorities. Needs which the Center could not satisfy appropriately on its own, were placed on a separate list and given a priority ranking for consideration by other agencies in cooperation with that Center. Low priority were given to needs which do not match up to BEH and state priorities.

The next planning step involved actual program planning. BEH and Network goals were reviewed as a source for determining target figures. For example, if BEH has set service to 80% of the handicapped population by 1976 as a goal, this figure was considered in establishing Center goals. Each state had established goals for delivering services to the handicapped. These goals appeared in the Projected Activities Document, State ASEIMC Plans, and other documents, and they were considered when establishing Center goals. Plans for individual ASEIMCs also contained goals and were considered as a source of information. Sub-groups of the Center staff were assigned the responsibility for planning objectives, tasks and strategies for each of the goals. The format was specified and included each of the following:

a. Problem statement
b. Need statement
c. Goal statement
d. Terminal objectives
e. Plan of action, including accelerating and decelerating factors
f. Strategies and time line
g. Assignment of responsibilities
h. Allocation of human and material resources
i. Budget
j. Appraisal or evaluation procedures

The plans of each group were compared for overlap and adjustments made in assignment of resources. Individual work element budgets were combined into a total Center budget and adjustments made as necessary.

Human, material and fiscal resources were listed alongside the source from which each resource originated. Resources were then matched to work areas and work elements. Summaries of time-tracking from previous years were utilized to estimate manpower requirements. Conditions under which the various resources would be available were listed. Resources were matched to high priority items first, then allocated to lesser needs until all resources were expended. Attention was given to assigning some resources to meet the identified and agreed upon needs of each state.

The final step in planning included planning for management and evaluation activities. Time lines were created representing a temporal budget against which subsequent expenditures could be measured. Monitoring requirements as specified by the funding agency and the sponsoring institution were utilized, along with client data requirements and in-house needs. These formed the basis for specifying monitoring plans at the strategy level. The plan also provided for the reporting of data as required by the funding agency, the sponsoring institution, the clients, and for in-house use.

Monitoring and Evaluation. Monitoring and evaluation comprised the second major division of management at the NWSEIMC. They served as the major links between the initial planning of work to be done and the final reporting. The internal monitoring procedures were designed to provide the means for watching over and controlling the progress of work the center had agreed to complete under the terms of the grant. The internal monitoring procedures gave the center director the information needed to appraise the progress of each objective and strategy on a weekly basis and to adjust programs as necessary. Two types of information were monitored: (1) costs - actual compared to planned expenditures, and (2) scheduled-work-done, in terms of tasks completed. Staff members maintained daily time-tracking records to the nearest half-hour, tracked by strategy (see Figure 26). This data provided figures on person-costs per strategy. Other expenditures, e.g., travel, materials, and supplies were also accounted for by strategy number. Scheduled work done was monitored by the director via a system of milestones compared to periodic reports provided by members of the staff.

Since this writing took place prior to the end of fiscal year 1974, all time, cost, and extent of completion data are not available for all strategies. Table 18 illustrates the summary of results for fiscal year 1973, and constitutes the format which would have been used in this report had all the data been available. Nevertheless, projections have been made on the basis of the first three quarters of work, and the estimates contained within Table 19 appear to be reasonably accurate.

Figure 27 is a copy of the working draft of the cumulative time tracking form. The lines cutting across each strategy at varying points represent the estimated amount of time needed to accomplish that strategy. The lines running down each strategy represents the actual amount of time (during the first three quarters of the year) that was actually spent on each strategy. A somewhat arbitrary analysis of these data suggest that projected estimates of the time needed to accomplish each strategy were accurate for 12 of the 62 strategies (19%), while too little time was estimated for 11 strategies (18%), and too much time was estimated for the accomplishment of 39 strategies (63%). At first glance, it might appear that excess time would be the result of such over estimates of needed time. Unhappily, this was not the case. Rather, several strategies required substantially more time than predicted, and more than used up any "excess" hours. In fact, by the end of the third quarter, the staff had accumulated over 1250 overtime hours.

At the time of this writing, it was not possible to estimate the cost of each strategy, though the amount of time spent in the accomplishment of each strategy is a good predictor of costs; where time is high, costs are high, and vice versa.

Early in the year, an effort was made to provide each staff member with a graphic representation of his/her progress in the accomplishment of those strategies for which he/she was primarily responsible, using the format of Figure 27. This proved to be excessively time consuming and had to be abandoned.

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Name: ______________________________
Month: ______________________________

Fig. 26. NWSEIMC Time Tracking
Fiscal Year 1974

Strategy	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
I C 1 Matl's Dev. Plan																																
I C 2 Cul. Rel. Mat's																																
II A 1 TIP Topic Id.																																
II A 2 Comp. Id.																																
II A 3 ASEIMC Trg. Id.																																
II B 1 Syllabus																																
II B 2 ASEIMC Trg. Info.																																
II C 1 Media-Trg. Locat.																																
II D 1 TIP #5																																
II E 1 Tea. Matl's Coll.																																
II E 2 Traveling Pkg.																																
II F 1 Comp.-Key Index																																
II G 1 Inquiry Res.-T.M.																																
II H 1 Inter-SEIMC Loan																																
III A 1 Id. Child-Lac																																
III B 1 Reg. Matl's Eval.																																
III B 2 Network Mat's Eval.																																
III C 1 Nat'l Data Base																																
III F 1 Inquiry Res.-Child																																
III F 2 CARUs																																
III G 1 Source File																																
IV A 1 Matl's Acquisition																																
IV B 1 Processing																																
IV C 1 Maintenance																																
IV D 1 Loan																																
IV E 1 Return																																
IV F 1 Repair																																
IV G 1 Booking and Usage																																
IV H 1 Accounting																																
V A 1 New ASEIMCs																																
V B 1 State Plans																																
V B 2 ASEIMC Plans																																
V B 3 Internships																																
V C 1 Oper. Ass't																																
V D 1 T.P. Workshops																																
V D 2 Matl's Workshops																																
V D 3 W. S. Eval.																																
V E 1 CAP																																
V E 2 Newsletter																																
V E 3 Newspack																																
V E 4 Reg. Awareness																																
V E 5 State & Local Aware.																																
V E 6 ASEIMC Directory																																
V E 7 Displays																																
V E 8 State Info. Eval.																																
V E 9 Videogram																																
V F 1 Trg. Conf.																																
V F 2 ASEIMC Staff Trg.																																
V F 3 Trg. Liaison																																
VI A 1 Planning																																
VI A 2 Admin.																																
VI A 3 Monitor. & Eval.																																
VI A 4 Liaison																																
VI A 5 Documentation																																
VI A 7 Mailing List																																
VI B 1 Network Directors																																
VI B 2 TEC																																
VI C 1 Advisory Comm.																																
VI D 1 Network Planning																																
VI D 2 Network Intern.																																
VI D 3 Prof. Conf.																																
Other:																																
Totals																																

TABLE 18

Strategy-By-Strategy Status and Cost, 1972-1973

	STATUS			COST		
Strategy	Completed	Partially Completed	Not Completed	Actual* Costs	Projected Costs	% of Projected Costs
1.1 T.I.P.s	X			20,955	27,474	76
1.2 Training Pkgs.		X		4,174	5,670	74
2.1 ASEIMC Staff Training	X			33,722	38,891	87
2.2 Teacher Trng.	X			31,986	32,766	115
3.1 Printed Communications	X			14,673	19,754	99
3.2 Teacher Info.	X			15,781	22,666	80
3.3 Materials Research	X			4,965	7,090	88
4.1 ASEIMC Develop.	X			38,072	34,556	126
4.2 Regional Library	X			52,144	73,454	89
5.1 Program Admin.	X			35,354	58,557	75
5.2 National Network	X			9,664	9,425	121
5.3 Upgrade Staff Skills	X			27,894	29,265	118
5.4 Materials Evaluation	X			5,694	3,325	171
5.5 Inservice Evaluation	X			3,033	4,662	94
5.6 Info./Retrieval Evaluation	X			1,379	1,905	72
5.7 Services Delivery Evaluation	X			16,973	19,317	88
5.8 Miscellaneous Evaluation	X			2,547	1,707	149
Total	16	1	0	319,010	319,010	
%	94%	6%	0			

* These figures, though approximations, are very close to exact and serve the purpose of giving useful direction to planning. Also, it should be noted that these figures do not include over 1,000 overtime hours for which no remuneration was given.

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Name: Total Staff
Month:

Fig. 27. NWSEIMC Time Tracking
Fiscal Year 1974
(A Working Draft)

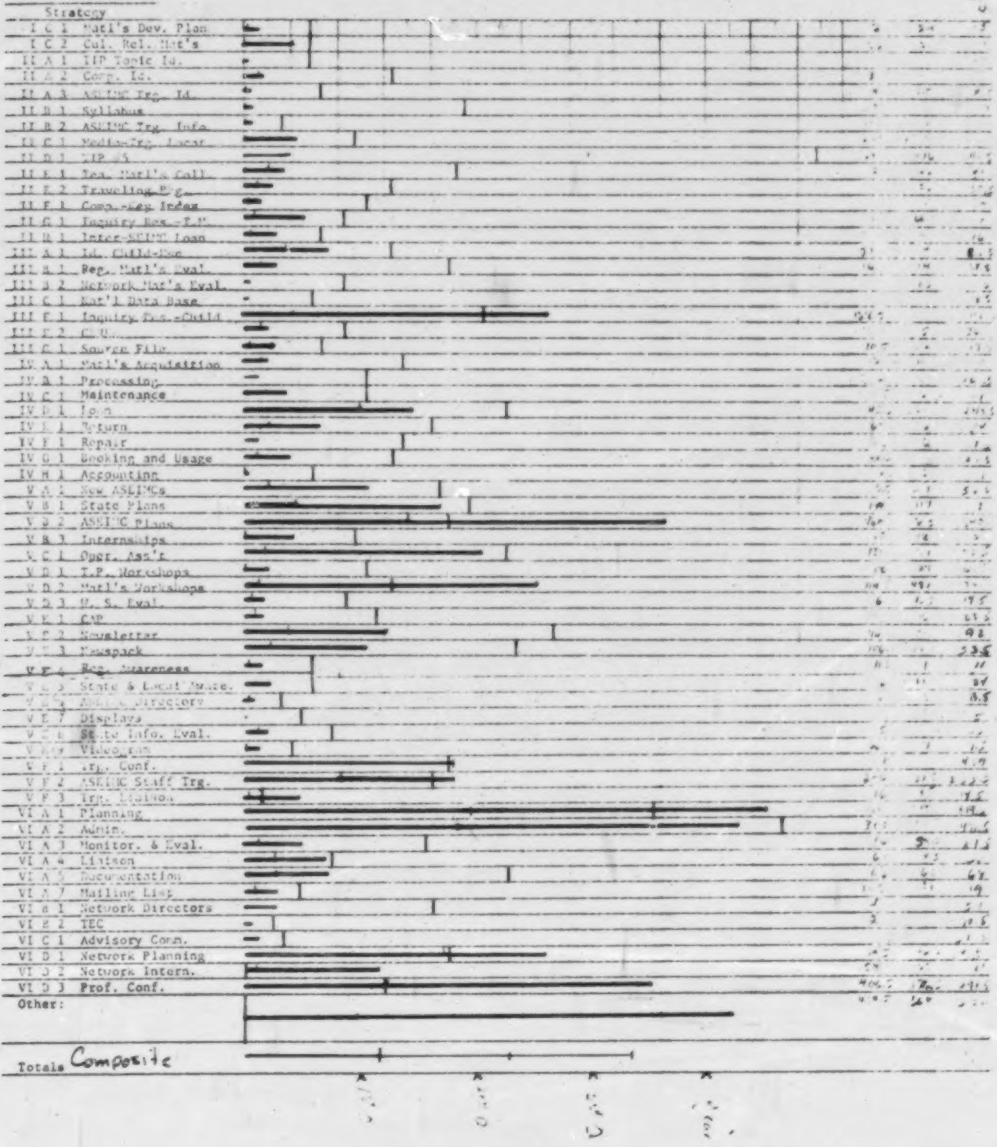

TABLE 19

Estimates of End-of-Year Status of Strategies for FY '74

Strategies Completed*	57 of 62	=	92%
Strategies Not Completed	2 of 62	=	3%
Strategies Deleted	3 of 62	=	5%

In light of the FY '75 workscope, it was not deemed wise to pursue one strategy. A second strategy was contingent upon special funding which did not materialize, and the third strategy was eliminated and combined with two others.

* These include two strategies that were modified.

Reporting. Reporting incorporated those activities related to the gathering, preparation, and delivery of information about center activities in order to meet requirements of BEH, the University of Oregon and the client-states. Requirements from the funding agency for reporting varied considerably from year-to-year over the eight-year life span of the project. Until recently, the format changed almost yearly, ranging from a rather general topical outline to very precise requirements. During some funding cycles, reports were required quarterly, while at other times only annual reports were desired. During two funding cycles, cumulative reports over the life of the project were required in place of the annual report. In the 1967-68 and 1968-69 fiscal years, each of the regional SEIMCs throughout the nation were requested to prepare special reports for circulation within the national network. The NWSEIMC circulated these reports as "Intra-Network Newsletters" with a focus on those center activities considered to be of value to personnel at other regional Centers, especially those activities which had a high probability for promoting the "Network Concept." Throughout the life of the project, annual reports were distributed to all other regional SEIMC/RMCs, to each of the SEAs, and to members of the Advisory Committee, in addition to copies forwarded to BEH and the Network office.

In-house reporting, which provided the basis for the quarterly and annual reports, involved the utilization of "Strategy Report Forms." Upon completion of an element of work, members of the staff completed such a report for circulation among the staff and for filing for future reference at the time of report writing.

Inter-Project Liaison. This element of management included those activities apart from direct communication with client-states but essential to the delivery of services to those states, namely communication and coordination with other federally funded - regionally operated projects within the confines of the service region. Of most importance was the relationship established with the two Regional Resource Centers serving the area. One at the University of Oregon serving the Pacific area plus Alaska, Oregon, and Washington and the other in Utah serving Idaho (in addition to other states outside of the NWSEIMC region). This liaison between RRCs and SEIMC which developed between 1971 and 1974 paved the way for an emergence of the Learning Resource System concept apparent in the proposals submitted to BEH by the RRC and ALRC for fiscal year 1975. Whereas the identity of the regional centers was maintained because of requirements of the funding agency, the merger of services at the local and state level was beginning to occur in ASEIMCs as early as 1971-72. This movement toward a coordinated delivery of services did not happen by chance, but was achieved through deliberate planning efforts involving the regional center, SEA officials and ASEIMC personnel (See Chapter VI for details on planning for intra-state delivery systems).

Inter-project liaison also included those communication activities with other projects at the University of Oregon and within the Northwest service region. These included the professional special education training program at the University, the University Affiliated Facility, the Research and Training Center in Mental Retardation, the Center at Oregon for Research in the Behavioral Education of the Handicapped, Project Follow-Through, Center for Advanced Study of Educational Administration, the Northwest Regional Educational Laboratory, Far West Regional Educational Laboratory, Deaf/Blind Center, as well as several others.

Network Interface. Network interface referred to the intermediary position of the SEIMC between the locally expressed need for materials-information and other materials services and the various elements of the national Network. The NWSEIMC served as the vehicle for directing ASEIMCs and SEAs to the services of the CEC Information Center, the NCEMMH, the American Printing House for the Blind, Captioned Films for the Deaf, among others. In addition, and especially during the maturing of the network, the more important and certainly more time-consuming network involvement were the efforts of NWSEIMC staff in assisting in the development of network policies and procedures. These efforts originated as early as 1966 and continued at an increasing level up through 1973-74. NWSEIMC staff participated in almost all network-wide activities, including materials evaluation, information system development, training activities, delivery system development, material development, and management training and development. The "Recommended Policies and Procedures for Regional Media-Materials Centers" served as the culminating product of these efforts, but were only the "tip of the iceberg" as far as earlier network planning efforts were concerned.

Staff Development. Staff development enabled the personnel of the NWSEIMC to maintain a high level of expertise in their respective fields of competence by acquiring current knowledge related to media, materials, and educational technology for the handicapped. Because the role of the center was primarily one of assisting SEAs, ASEIMCs, faculty members, and others in developing, maintaining, and delivering services, it was essential that the center staff availed themselves of appropriate opportunities for developing their skills. Such opportunities included study of professional journals, books, tapes and films, the preparation and delivery of papers and demonstrations at conferences relating to educational technology and the handicapped; and contacts with experts in the field and through in-house consultation.

Results

Planning. Planning procedures and activities described in the previous section resulted in yearly plans following the format exemplified in Figure 28, "Sample Strategy Worksheet." Strategy budgets were prepared utilizing "Strategy Budget Forms," Figure 29. Short range planning for conducting projects within the scope of the larger strategy was formated utilizing the "Action Plan Worksheet," Figure 30.

During the final two years of the project, the NWSEIMC Advisory Committee reviewed the annual continuation proposals and made suggestions for modification following initial development by the state directors of special education and the NWSEIMC staff.

Experience in planning activities resulted in the application of the procedures described in an earlier section of this report to planning within each SEA for development of the intrastate network of SEIMC services. (See description of two NWSEIMC publications: "Developing a State ASEIMC Plan" and "Eleven Steps to Writing an ASEIMC Plan" in Chapter VI).

Monitoring and Evaluation. Figures 31 through 34 are examples of four forms utilized for in-house monitoring purposes. "Policies and Procedures" for the use of these forms were prepared for utilization by the new ALRC during fiscal year 1975.

Reporting. Quarterly and annual reports were prepared as requested by and according to the format specified by the funding agency. Reports were prepared as follows:

1966 - 67	Annual
1967 - 68	Quarterly and Annual
1968 - 69	Annual
1969 - 70	Annual
1970 - 71	Annual
1971 - 72	Semi-annual and Annual
1972 - 73	Annual
1973 - 74	Incorporated as a part of this report

Fiscal reports were submitted on the appropriate HEW forms by the University Business Office on a quarterly schedule.

All narrative reports were distributed to the funding agency, Network Office, each SEIMC/RMC, each SEA in service region, and to members of the Advisory Committee.

NTER Northwest Regional SEIMC

Work Area VI
Work Element A
Strategy # 1 of 7

rategy Narrative - include interlock statements

"Short- and Long-Range Planning"

Primary Responsibility: Director

At least eight hours per month per full-time professional staff members will be devoted to cooperative (inter-staff) short-range planning to insure adequate coordination of efforts toward the achievement of strategies.

At least forty hours per year per full-time professional staff member will be devoted to cooperative (inter-staff) long-range planning to insure progress toward terminal objectives.

The FY 1975 continuation proposal will be completed and forwarded to BEH by May 1, 1974.

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(Over if more space is needed)

rategy Budget (estimate)

7291.	Salaries 09		Other Library Costs 68
884.	Employee Benefits 18		Data Processing Costs 69
	Employee Travel 19		Facilities Rental 70
	Contracted Personnel Services 20		Equipment Rental 78
	Communications 29		Equipment Purchase 79
	Office Supplies & Materials 34		Equipment Operation & Maintenance 8
	Reproduction & Duplication 35		Other
	Miscellaneous Administrative Expenses 36		
	Instructional Supplies 44		
	Library Materials 63		

92. Total Direct Costs 8175.

93. Indirect Costs 3266.

92. + 93. Total Cost/Strategy 11,441.

Figure 28. Sample Strategy Worksheet

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STRATEGY BUDGET FORMS

Strategy Name ______________________________ Strategy # ______________

07-A employee	% of time	$	07-B employee	% of time	$

Line Item I.D. #	Dollar Amounts	Budget Line Item Names	Explanations
07		Admin. salaries	
08		All other salaries (Σ of 09,10,11,12, 15,17A & 17B)	
07 + 08		All Salaries	
18		Employee Benefits	
19		Employee Travel	
20		Contracted Personnel Services	[21 _______ Consultant Honoraria] [_______ Other]
29		Communications	[_______ Promotion] [_______ Phone] [_______ Mailing]
34		Office Supplies & Materials	[Consumables & Stationery]
35		Reproduction & Duplication	_______ MTST Services _______ In-house printing _______ Xerox _______ Out-of-house printing
36		Misc. Admin. Expenses	[Travel expenses for committees & boards and consultant travel]
44		Instructional Supplies	[AV production; photo & recording services]
59		Participant Travel	[Workshops and Training Session travel]
63		Library Materials	[64 _____ Printed Material] [65 _____ AV Materials] [66 _____ Binding] [67 _____ Other Library Materials/ Microfilm]
68		Other Library Costs	[Shelving, carrels, etc.]
69		Data Processing Costs	[_______ Computer Time] [_______ Terminals] [_______ Line Charges]
70		Facilities Rental	
78		Equipment Rental	
79		Equipment Purchase	
85		Equipment Operation & Maintenance	[86 _______ Operation] [87 _______ Repair]
92		Total Direct Costs	
93		Indirect Costs	
92 - 93		Total Cost/Strategy	

Figure 29, "Strategy Budget Form"

ACTION PLAN WORKSHEET

Strategy #_____ Title ______________________________ Primary Responsibility ________________

Who?	Does What?	By When?

Figure 30, "Action Plan Worksheet"

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NWSEIMC Trip Coordination Form (Revised)

Please route completed form among staff for comments. Route to Bill Pellant last. You will receive the completed form prior to your trip. Glenn Latham will receive a copy to file with your trip report.

Date ____________________

Name ________________________________

To (Place) __________________________

On (Date) ___________________________

Purpose of trip ____

____

____

____

NWSEIMC Objective (number) __________ ASEIMC (objective) __________

Name and title of persons to be seen:

1. ________________________________ 4. ________________________________

2. ________________________________ 5. ________________________________

3. ________________________________ 6. ________________________________

COMMENTS (use back of sheet)

Routing Order

____________ Wayne

____________ Larry

____________ Glenn

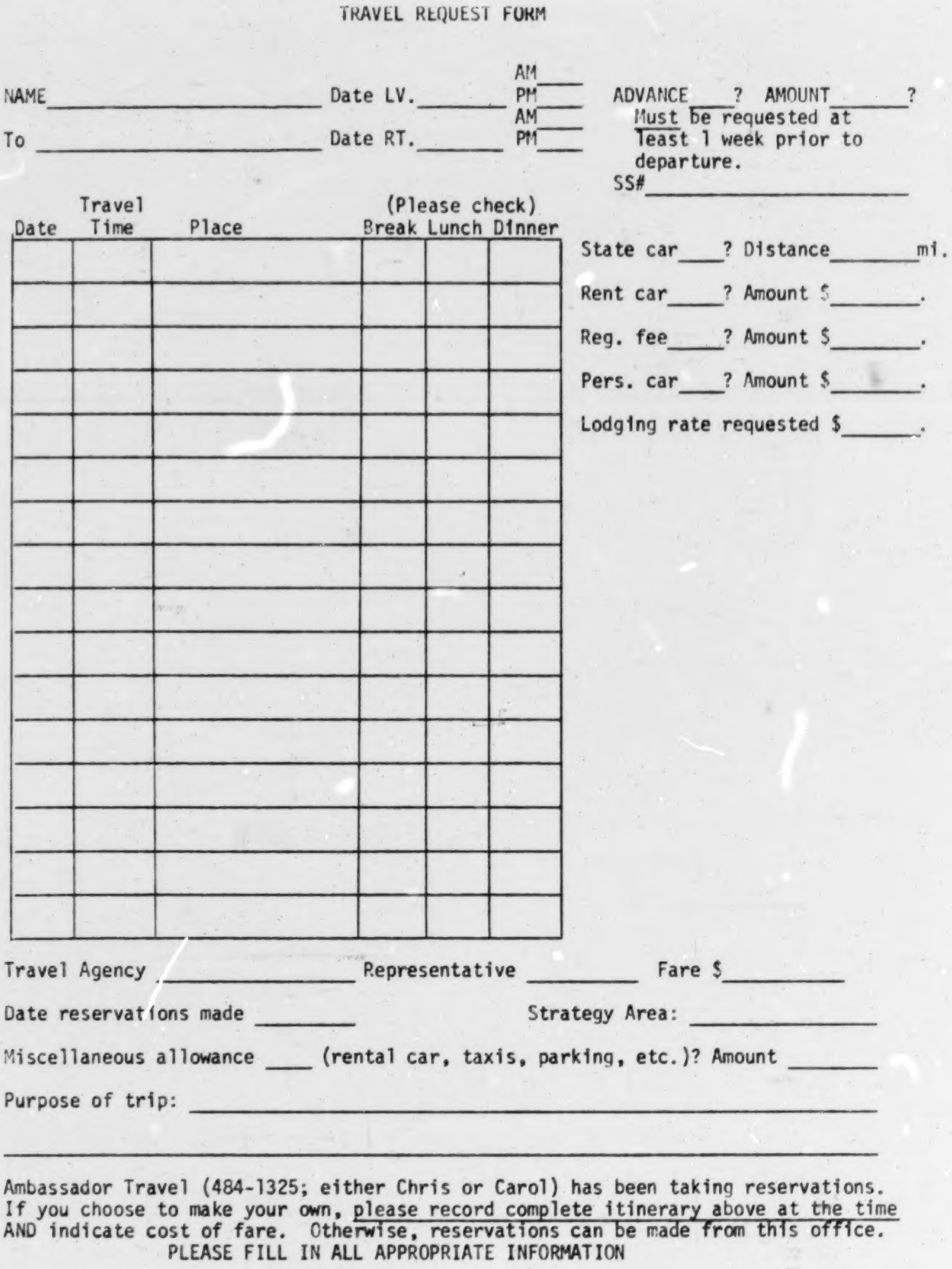
____________ Alan

____________ Julie

____________ Dorothy

____________ Bill

Fig. 31. Trip Coordination Form



TRAVEL REQUEST FORM

NAME________________________ Date LV.________ AM____ PM____ ADVANCE____? AMOUNT______?

To ________________________ Date RT.________ AM____ PM____

Must be requested at least 1 week prior to departure.

SS#________________________

Date	Travel Time	Place	(Please check) Break	Lunch	Dinner

State car____? Distance________mi.

Rent car____? Amount $________.

Reg. fee____? Amount $________.

Pers. car____? Amount $________.

Lodging rate requested $_______.

Travel Agency ________________ Representative __________ Fare $__________

Date reservations made ________ Strategy Area: ________________

Miscellaneous allowance ____ (rental car, taxis, parking, etc.)? Amount ________

Purpose of trip: ____

____

Ambassador Travel (484-1325; either Chris or Carol) has been taking reservations. If you choose to make your own, please record complete itinerary above at the time AND indicate cost of fare. Otherwise, reservations can be made from this office.

PLEASE FILL IN ALL APPROPRIATE INFORMATION

Fig. 32 Travel Request Form

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Routing: 1. ____________ 4. ____________ 7. ____________ ___ Glenn's file
2. ____________ 5. ____________ 8. ____________ ___ ASEI C file
3. ____________ 6. ____________ ___ State file

TRIP REPORT FORM

Date ____________________

Staff Member ____________________

Strategy ____________

Persons Contacted:

Name Position

Report:

Implications for future action:

Anecdotal comments

Fig. 33. Trip Report Form

PLEASE PRINT EXPENSE REPORT DATE ____________

NAME ____________ SOC. SECURITY # ________ ADDRESS ____________

ZIP ______

Itinerary:

Date	Time Lv	Place	Time Ar	Place	Hotel	Cost

Meals: Check meals for which you paid (meals on plane cannot be claimed).

Dates													
Breakfast													
Lunch													
Dinner													

Fill in dates.

Taxi or limo:

Date ________ From ____________ to ____________ Cost ______

Date ________ From ____________ to ____________ Cost ______

Date ________ From ____________ to ____________ Cost ______

Date ________ From ____________ to ____________ Cost ______

Date ________ From ____________ to ____________ Cost ______

Date ________ From ____________ to ____________ Cost ______

Phone: (need receipt, if over $3.00)

Date ________ From ____________ TO ____________ Cost ______

Date ________ From ____________ To ____________ Cost ______

Miscellaneous Expense: (Conference registrations needs receipt)

Date	Items	Cost

Method of Transportation: (check)

Plane ____ State car ____ Personal car ____ (state car was not available) ____

____ miles at 10¢ a mile for first 1000 miles = $ ____ 7.5¢ over 1000 = $ ______

Total $ ____ Personal car for your convenience ____ miles @ 7.5¢ a mile =$ ______

Parking: Date __________ Amount ______ Date __________ Amount ______

Explain unusual items that may be questioned: ____________________

____

____

____

Purpose of trip: ____________________________________

____

Strategy number ________ ADVANCE AMOUNT ________

AIR FARE $________

Fig. 34. Expense Report Form

Conclusions and Recommendations

The trend toward greater accountability and more precise management procedures is a healthy one. In the opinion of project staff, each year saw an increase in efficiency of operation even though the center operation was becoming more complex in terms of the number of ASEIMC and other external interactions being required. A Management by Objective (MBO) or modification of this management procedure, is recommended for a project of this scope. Rather than evolving a system over a relatively long period of time, it is recommended that a management consultant be employed at the time any such project is being developed; an MBO format should begin on day-one of the operation.

Appendix A

Suggested Shelving Guide

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Appendix A

NORTHWEST REGIONAL SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER
Clinical Services Building
University of Oregon
Eugene, Oregon 97403

Suggested Shelving Guide for ASEIMCs Whose Patrons Browse the Collection

This shelving guide has evolved from practice, rather than theory. Its codes are arbitrary; its arrangement, contemporary. Because special education materials are a mix of special and general education curriculum materials, the shelving arrangement allows for both. It also allows --and begs for--expansion.

This is not a finished product, nor a closed system. You are urged to add, adapt, and correct it to the needs of your teachers and curriculum. Change the alphabetical codes to numerical if you prefer; our experience with numerical has not been as successful as we'd have wished. An adapted *Dewey* is more practical than *LC*, if you go that route.

A *call number* for this type of shelving arrangement is most practical if structured thus:

CSSL	----------	Letter code for subject	Line 1
MCGR	----------	Letter code for publisher	Line 2
001215	----------	*Accession* number	Line 3

The SEIMC's letter code for the publisher is taken from a list compiled by OTIS (Oregon Total Information System).

October, 1972

SUGGESTED SHELVING GUIDE

ARTS, CRAFTS, DESIGN

ARCR	Arts and crafts
ARDP	Drawing/painting/design/printing
ARHA	History and appreciation
ARR	General information and reference..... code those materials usable as a guide or as media in the teaching of arts or crafts.

COMMUNICATION

CSFL	Foreign language..... materials to develop skill in communication of another language.
CSID	Instruction for the deaf
CSLD	Language development..... readiness development for basic language concepts.
CSLI	Listening and observing..... materials developing skills of perceiving and concentrating on spoken language or sounds, or combined with reading perception.
CSLO	Oral language Oral expression..... the spoken word, both organized and creative. Speech therapy..... materials designed for remedial speech.
CSLP	Language programs..... those materials designed to develop language skills and cover the basic language curriculum.
CSLS	Language structure and usage skills Spelling..... materials covering those skills necessary for correct arrangement of letters for word formation. Grammar/composition/organization mechanics..... materials covering those skills necessary for correct arrangement of words and punctuation to predicate comprehension. Also, materials covering those skills necessary to organize information for and from written and spoken expression (outlining, summarizing, note taking, researching, skimming, etc.). Vocabulary..... materials to develop vocabulary in thinking, speaking, hearing and reading accurately. (Code in Reading if reading vocabulary only.)

CSLS	Language structure and usage skills (continued) Information retrieving skills..... materials involving those skills necessary for locating information (reference, dictionary, encyclopedia, index, library, etc.).
CSLW	Written language Written expression..... materials developing and formulating ideas to be expressed in written form. Handwriting, Braille writing
CSR	General information and reference..... covers more than one sub-area or is generally informative about the communications area.
CSSL	Second language..... English as a second form of speech for those primarily whose dialect or language environment conflict preclude efficient communication.
CSTE	Testing..... evaluation of communication skills.

GENERAL EDUCATION

GEMA	Machines..... teaching machines or implements used in presenting materials for several different areas or with a generalized application.
GEPR	Programs..... developmental programs that cover more than one subject area or many areas.
GER	General information and reference..... generally informative about the general education area.

GUIDANCE

GDEG	Educational guidance..... materials to augment counseling and guidance toward educational planning and attainment including testing for abilities, interests and traits. Code, also, study habits here.
GDHE	Health education..... focused on development of the physical self.

GDHE Health education (continued)

Sex education.....
a physiological and/or moral philosophical approach to understanding self and development in the role of sex.

Safety and health.....
development of health from the viewpoint of safety skills involving water, fire, vehicles, electricity, general hygiene, etc.; classify First Aid here.

Social problems.....
code materials involving drugs, venereal disease, alcohol, tobacco, etc. here.

Physical health.....
the development of the body or physiology, nutrition and human diseases.

GDOG Occupational guidance.....
objectives, requirements and guidance toward attaining careers and jobs. (As opposed to instruction found in Vocational instruction).

GDPC Personal cognizance.....
materials relating and developing a general knowledge development.

Perceptual motor.....
those materials teaching motor and intellectual awareness that are not specifically designed for reading or language skill building.

Orientation.....
classify spatial orientation, maze, matching, visual tracking, body image, listening, etc., here.

Motor.....
classify cutting, pasting, agility, balance, fine-motor skills, etc., here. Classify motor movements for body and space awareness in Physical Education -- Psycho/Motor.

Visual

Auditory perception

Cognitive thinking process.....
those materials developing reasoning, logic-relationships, memory, attention span, concept building, creative thinking, sequence, following directions, etc., here. Code subject-oriented processes under subject.

GDPS Personal and social guidance.....
materials involving psychology, social interaction of the individual and mental health that will not singly be classified under the following categories:

Personality development.....
materials to resolve personality problems and enlarge the understanding of self. Classify awareness, shyness, behavior, self-acceptance, etc., here.

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GDPS Personal and social guidance (continued)

Everyday living.....

- Self-help skills: basic needs, grooming, dressing.
- Living economics: budget, consumer education, interpreting ads, newspapers, taxes, etc.
- Social manners: requirements of society upon actions of individual.
- Leisure time and play activities: those materials designed to entertain during an individual's leisure hours.

Family living and human relations.....

materials and programs designed to guide and develop understanding of interpersonal relationships and those values necessary for compatibility. Classify marriage and family guidance, moral values and interpersonal problems here.

GDR General information and reference.....

covers more than one sub-area or is generally informative about the Guidance area.

GDTE Testing.....

those materials designed to interpret student development, progress, skill level or abilities on a general scope or for more than one subject area. Reading, Communication, and Math/Arithmetic tests are coded in own area.

MATH/ARITHMETIC

MAAL Algebra.....

classify here when presented as an algebraic program per se.

MAGE Geometry.....

study of relations, properties and measurement of solids, surfaces, lines, vectors and angles.

MAMA Advanced math.....

those studies beyond Plane Geometry such as Analytical geometry, Calculus, Trig., etc.

MAPD Developmental program (initial teaching of basic skills).....

those sequentially developed programs of at least 3 grade levels that are prescribed basic to the Math/arithmetic curriculum.

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MAPS Supplementary program (additional drill in basic skills)..... those materials designed for additive, remedial or enrichment to the basic Math/Arithmetic curriculum, usually also developmental in structure; or that fit in more than one of the following sub-areas or not at all:

- Sets: relationship of objects--sub-sets, identification, sentences, solution sets, etc.
- Number values and counting development: materials expressing numerical concepts and relationships, place value, number lines. Code in readiness materials.
- Measurement and quantity: those skills and concepts that are involved in telling time, money operations, and types of measurement.
- Operations: comprehension and skills in the properties and fundamental numerical operations of multiplication, addition, subtraction, division in whole and rational numbers including their concepts of percent, ratio, etc. and the substitution of symbols for numbers (Algebra when not classified as a separate course).

MAR General information and reference..... covers more than one sub-area or is generally informative about the Math/Arithmetic area.

MATE Testing..... those materials designed to interpret student progress, skill level and ability.

MUSIC

MUAH Awareness, appreciation, harmony

MUCS Choral/singing

MUIR Instrumental/rhythms

MUR General information and reference..... covers material within Music scope:

- Music skills: vocal and instrumentation.
- Music appreciation
- Music theory
- Rhythms, Dancing, Games: presented from the esthetic and music appreciation approach rather than as a body coordination skill in P. E.

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PARENT EDUCATION

PAR	General information and reference..... generally informative, instructive or to use as a guidance for and by parents.

PHYSICAL EDUCATION

PEPF	Physical fitness..... focused on development of physical self as opposed to a skill. (Calisthenics, lifting weights, jumping rope, etc.)
PEPM	Pscyho-motor coordination..... coordination skill development primarily for contralaterality and spatial awareness through movements. Self-image rhythmics.
PER	General information and reference..... covers more than one sub-area or is generally informative about the Physical Education area.
PERG	Recreation and games..... organized play games and outdoor recreation involving group interaction at a low skill level; usually for enjoyment of participants rather than skill building, per se.
PERH	Rhythmics, dance, marching..... primarily for development of coordinated body movement involving music or a timed sequence rather than music appreciation.
PESS	Sport skills..... development of team and self in specialized skills. (Baseball, tennis, gymnastics, bowling, etc.)

PROGRAMED INSTRUCTION

PIR	General information and reference..... illustrative lesson plans, guides, directions and handbooks of programed or programing materials.

READING

REEX	Experimental, language sight..... those materials encouraging or developing reading by self-created expression.
REHL	High interest-low vocabulary..... programs and materials designed to motivate reading by controlled low vocabulary for those students of junior high and high school grade level. (Checkerboard, Bowmar, etc.)

RELT	Literature, poetry, drama.....	good literature, not programed or structured with skill building goals, Includes both belles-lettres and informational literature. (Fiction, biography, classics, choral reading, poetry, etc.)
REPS	Perceptual-sensory development.....	listening, sight, tactual precursory development of written word comprehension. Include readiness programs that develop up to pre-primer stage. The perception skills should be for reading development primarily as opposed to language skills and/or self image. (Visual discrimination as applied to reading, rebus, matching and reversals of letters.)
RER	General information and reference.....	covers more than one sub-area or is generally informative about the reading field.
RERP	Reading programs.....	those basic programs with a developmental approach that cover the scope of reading curriculum within at least three grade levels. The following three theories are the ones in main usage: Basal = starts with basic sight vocabulary then builds vocabulary by sound and symbol. Linguistic stresses vocabulary building by spelling or word patterns. Phono-linguistic is usually linguistic based with a phonetic emphasis. In addition to these are the Experential, using the children's experiences as the basis for reading; i/t/a with its forty-four symbol alphabet and a comprehension emphasis usually found in series for older students who have become capable in decoding. There are straight Phonics programs, but normally thse are only two year programs at the most.
RERS	Reading skill supplements.....	programs and materials supplementary to basic basal programs that emphasize vocabulary, study skills, critical reading, comprehension, etc. and including materials other than basal programs covering phonics and linguistics. Code most remedial programs here.
RESU	Supplementary and enrichment.....	programs and materials which are used primarily as supplements for enrichment to regular reading programs and/or to encourage reading enthusiasm. Do not code literature or high interest-low vocabulary material here.
RETE	Testing.....	any testing program or material usable for diagnosis of skill deficiency and/or reading mental age, etc.

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SCIENCE

SCBN	Biological..... those sciences dealing with organic materials, zoology, botany, protists. Also, including ecological and environmental conservation and weather.
SCPH	Physical..... concerned within the fields of physics, chemistry, astromony, geology, earth science.
SCR	General information and reference..... covers more than one sub-area or is generally informative about the science field.
SCSP	Space sciences

SOCIAL SCIENCE

SSEC	Economics..... the study of production, distribution and consumption of materials and/or money. (Community helpers, development and/or usage of airplanes, growth and consumtion of sugar, etc.)
SSGE	Geography..... science of earth and its life; description of land, sea, air and distribution of plants and animals including man and his industries. (Maps, lands, and their peoples, terrain, etc.)
SSGO	Government..... the function, office, power, right of governing (Laws, administration, politics, etc.).
SSHI	History..... a systematic account of events relating to ancestry, environment, experiences of mankind (singly or collectively); but usually affecting a nation, race, or community.
SSR	General information and reference..... covers more than one sub-area or is generally informative about the science field.
SSSO	Sociology
SSSS	Social Studies

TEACHER PLANNING AND METHODOLOGY

TPCM	Classroom management techniques
TPDM	Diagnostic methods

TPIC	Interpersonal communications
TPID	Instructional decision making..... Computer-assisted planning Instructional objectives, goals, sequencing Systems technology
TPIT	Instructional techniques..... Inquiry Problem solving Questioning strategies
TPMT	Instructional media/technology
TPR	General information and reference

VOCATIONAL INSTRUCTION

VIR	General information and reference..... covers more than one sub-area or is generally informative about the Vocational Instruction area. Code guidance format in OCCUPATIONAL GUIDANCE.
VOAJ	Job applications, on the job attitudes.
VOBC	Business and clerical skill..... Those materials used for instruction of clerical occupations and responsibilities (receptionist, typist, file clerk, etc.); data retrieving and analysis; business occupations and responsibilities (accounting, bookkeeping, etc.) and distributive education.
VOCE	Consumer education
VODR	Driver training..... materials used for instruction in the skills, attitudes and concepts necessary for vehicle operation. Includes basic mechanical understanding of the automobile, defensive driving, law enforcement, vehicle maneuvering and road signs.
VOHA	Home Arts..... those materials used for instruction in foods and nutrition; the general homemaking of budgets, housekeeping and maintenance; home decoration; and clothing construction.
VOIN	Industrial Arts..... those materials used for instruction in the fields of architecture, automotive, building trades, drafting, electronics, woodworking, printing, metal, engineering, etc.
VOLA	Language arts for vocational training

Appendix B

List of Publications, Reprints, or Other Items Distributed by NWSEIMC

Publications and/or Reprints

Brochures published and distributed for five states and for the entire NWSEIMC service region (Idaho, Oregon, Washington, Alaska, Trust Territories, 1966-74).

Bi-monthly newsletter published and distributed to mailing list. Monthly Newspack distributed to all ASEIMC directors and state departments of education, 1970-74.

Current Awareness Package (Child-Use Materials) mailed on a regular basis to ASEIMCs for 5-day preview, 1972-74.

Traveling Packages - "Career Education," "Me Now," "Affective Education" and Language Materials for the handicapped packages assembled, and workshops and displays conducted throughout the region.

Computer Based Resource Units, Cloverpark School District, Lakewood Center, Washington (3 editions).

Five Information Systems slide-tape produced to acquaint users with potential of each system and inform users they are available through SEIMC.

Calendar of exceptional child related conferences compiled for 1972-73 by RRC and NWSEIMC. Disseminated to University staff, ASEIMCs, and SDOEs through Newspack.

Slide/tape orientation to NWSEIMC services continues to be updated when appropriate.

Catalog in cooperation with OTIS (Oregon Total Information System). Update published June 1973.

Continual up-date of PMRS materials as published. Have 3rd edition. PMRS training sheets.

Search (ERIC Info. Center) procedures sheet, shared to workshop groups, local individuals, and ASEIMC staff. Search locations filed for inquiry response at NWSEIMC.

Section of Newsletter set aside for materials and film reviews.

Information paper, brochures articles, etc.
Carlson/Pellant, article in TEC.
Latham, "Approach to Project Evaluation."
Pellant/Lance, "10 easy steps to proposal Writing."
"11 Steps to Proposal Writing" (updated and revised).
Martineau, Film List professional
Film List instructional
Instructional Games from Found Objectives

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Martineau, Training Packages
"Selection Instructional Materials for Handicapped Learners"
"Good Ideas: Contingency Management"
"Good Ideas: System FORE"

Koch, Career Education Booklet, Traveling Package #1.

Pellant/Latham, LaGrande Evaluation Model

Rogers, Information sheet on Info systems
Information sheets PMRS
Information sheets on SEIMC Use

Lance, "Instructional Media for the Handicapped,"article published by ERIC at Stanford.

Lilly, Research Abstracts, Spring 1970.
Position Paper #1 - Evaluation of Instructional Materials: A Child-Centered Approach
Research Report #1 - Classroom Sociometry: A Research-Related Review of Theory and Practice
#2 - An Investigation of Teacher Expectancies of Instructional Materials
#3 - An Application of a Total Information Packaging System for Dissemination of Research Products
#4 - Modality Strengths and Instructional Programming
#5 - A Demonstration Program to Teach Reading and Oral Language Skills to Moderately Retarded Children
#6 - Teachers' Perceived Instructional Needs in the Northwest Region
#7 - Packaging Parental Materials for Teaching Self-Help Skills to Preschool Multihandicapped Children

Lilly, "An Evaluation Report on the Idaho State University ASEIMC."
_____, "An Evaluation Report on the Educational Materials Library," Washington County Intermediate Education District.

NWSEIMC, "A Bibliography of Periodicals In or Related to Special Education, with their Addresses, Frequencies of Publication and Subscription Prices."

University of Kansas SEIMC, "Bibliography Representing High Frequency Materials Throughout the IMC Network."

Vancouver Public School, Physical Education Department, "Gross-Motor Perceptual Training Activities."

Nix, "The Identification of: the Mentally Retarded Deaf."

Koch, for NWSEIMC and Center for Research and Demonstration in the Early Education of Handicapped Children, "Task Analysis for Eating with a Spoon."

Rocky Mountain SEIMC, "A Sequentially compiled List of Instructional Materials for Remediation Use with the ITPA."

_____, "Behavior Modification Techniques for Teachers of the Developmentally Young."

_____, "Individual Learning Disabilities: Bibliography."

Kerman, Raleigh J., "Games for Speech Correction."

Michigan SEIMC, "Teacher Idea Cards."

NWSEIMC Bibliography of Curriculum Guides.

Microfilm of 1500 Accession Sheets.

Microfiche of 1969 Catalog ED 050437.

Intra-Network Newsletter, NWSEIMC, Eugene, Oregon, Jan., Feb., March, April, December, 1967.

The TORCH, Vol. 1, No. 1, June, 1967, 30 pages.
The TORCH, Vol. 1, No. 2, December, 1967, 40 pages.

Materials Assessment Activities: A Position Paper. NWIMCHCY, University of Oregon, Eugene, 1967.